EXAMINE THE RELATIONSHIP BETWEEN CRITICAL THINKING STRATEGIES WITH STUDY STUDENTS

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Abstract

The present study was to investigate the relationship between strategy and critical thinking of students of high school students in the academic year has been 94-93. For this purpose, a sample of 346 high school students who have been randomly selected proportional to size class. Learning strategies and tools for data collection questionnaire has been critical thinking. Cronbach alpha reliability of research by 910/0, respectively. The data obtained were analyzed both descriptive and inferential. The results showed a significant positive correlation strategy ($p < 0.01$) with CT. This finding suggests that the strategy is more critical thinking students study more.

Keywords: strategy, research, critical thinking, students of Isfahan.

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Introduction

Educational institutions for important role and responsibility in the issue of education and educating the future generation instrument, was one of the institutions and infrastructure in the society.

One of the main concerns of the educational system on transmission of knowledge to future generations. Increasing knowledge and information, change and vast developments cultural, social, economic problems and consequently to new expectations to a new educational system has and this goal directed to transfer instead of collection of knowledge and information to people the manner of learning and methods question the education.

In the current era, students to confront changes skills with critical thinking and methods of learning in order to correct decision on and solve problems of society to use. (Meyari. et al., 1388: 111).

The new mission of the educational system to suit the characteristics of the new era, enabling a new generation of surfing seriously, directed and targeted information resources is the most important prerequisite innumerable unknowns and question a person must be considered (MehrMohammadi, 1387: 15)

Access to such educational systems are subject to a creative and active learners on a variety of social skills, especially critical thinking skills and the question of knowledge are necessary.

A dream for any society to progress and excellence of the community and the citizens educated and intelligent, and it is clear that any progress in various areas, including cultural, economic, social, political, requires those thoughtful, creative,

and is to make the right decisions critical Banqd with proper planning is adopted and which are subject to active and dynamic education system.

So I dare say that every progress of the system efficient and proper education originate from communities and this is important to factors including teaching methods and patterns for using the new methods and depends on active (Yazdanpor and colleagues, 1388, 87).

In this regard, methods of teaching one of the most important elements in the realization of the aims of the educational role is effective. It seems that traditional education in learning to take a deep breath and that can lead to meaningful Character development student and in solving the problem to help less attention and with the education level education and training the main aim that the same learning take a deep breath and is part of the realization of the.

New methods today and active in learning fundamental role in responsibility, but this method should be a way to work that the students had to be instead of storage principles and scientific materials, was involved with the main issues and life problems with real life they learn is related. For the original method and in accordance with the life situation more interesting and educational efforts and willingness to learners in learning in addition more. (Adib Nia, 1392, p. 64).

Statement of problem

one of the problems and obstacles that today our society with that is involved in narrow, judgment, dogmatic thinking, lack of investigation comprehensive resources and information, hasty in confrontation with others viewpoints and views, and lack of critical thinking. . . Especially the young generation about science in society issues and the world. The method and manner of action

unfortunately even among a considerable part of educated men also is significant. Despite the aforementioned reasons for vacancy and spirit of thinking critical criticism in educational environments we especially education is felt. Many of our education instead of for the cultivation of intellectual gifts of learners giving them the learning information without analysis and criticism.

Eisner (1983) in an article entitled "The types of schools that need," noted problems in schools today, writes, "In schools today only on reading, writing and arithmetic are the focus, while the skills, are not inherently valuable. The problem is that students read, but the issue is what and how to read? "The Eisner (1989), schools have the ability to logical thinking and creative students in what they see, hear and foster reading. Students should learn that the architect of their education. Unfortunately, traditional methods and limited educational systems, students are deprived of the joy of thinking and probe and creativity instead of fostering ideas and creativity, a handful of facts and scientific concepts in their minds store.

The internal and external research conducted recently that some of them refer

Amini (1387) in his study examines the relationship between self-regulated learning strategies and motivational beliefs and self-regulated learning and academic achievement showed that all components have the ability to predict academic achievement.

The result of research serine et al (2009) compared to the analysis of the factors affecting learning strategies and study international student teachers at the University of Greece showed significant differences in the area of motivation, anxiety, select the main idea two groups of men and women's guide to gender.

Shia et al. (2009) were drawn. Compared to 50 percentile of students with American students showed normal except for two areas of data processing and self-examination that was above the 50th percentile, 50th percentile level of anxiety, and other areas were lower than 50. The basic idea is to select three areas, attitude and motivation was lower than the 15 percentile.

Results Daving and Shin (2007) showed that the scores of male and female students in components and self-regulation skills of a significant difference between the two groups, but the skills component, there was no significant difference.

ResultsKoach (1999) showed that four of the ten areas of domain strategies between male and female students studying and learning are the University of Alberta, Canada. Boys significantly in motivation, study guide and exam strategies had grades less than girls, while girls had less anxiety. The upper and lower GPA than students with no significant difference between the two areas of time management and motivation demonstrated in both areas, with average lower were more problems in these two areas.

Research Methodology

The purpose of this research is applied and the method of correlation because the state pays the relationship between variables. In terms of field performance. In terms of cross-sectional time and in terms of the type of data and how to collect quantitative data in the field and through a questionnaire.

Target population

The population consisted of all high school students who are studying in Isfahan 93-1392 academic year the total number of undergraduate training, according to city management education to 10,000 people.

Sample size

Since the study was unknown target population variance of a preliminary study on a group of people to determine the variance was needed. To this end, a group of 30 people was randomly selected from the target population. And a questionnaire distributed among them and extracted data on the response of the group sample was determined using Cochran formula. For a small population and limited quantifiable variables of this formula will be used.

P=Mean observed÷ Number of questions× Maximum score questions

P=0/64

Q=0/36

t=1/96

d=0/05

$$n=\frac{\frac{(t)^2(Pq)}{(d)^2}}{1+\left[\left[\frac{1}{N}\times\left(\frac{(t)^2(Pq)}{(d)^2}\right]\text{-}1\right)\right]}=\frac{\frac{(1.96)^2(0.64\times 0.36)}{(0.05)^2}}{1+\left[\left[\frac{1}{10000}\times\left(\frac{(1.96)^2(0.64\times 0.36)}{(0.05)^2}\right]\text{-}1\right)\right]}=346$$

Therefore sample size in this study found that about 350 questionnaires were distributed to 346 people a perfect 346 questionnaires were analyzed.

Sampling method

Sampling method stratified random Sampling method is proportional to size. This means that the schools are separate schools for boys and girls schools were randomly selected and their students were chosen randomly placed at their disposal research.

Results

This strategy is associated with critical thinking.

Table 1 summarizes the results of the test, Pearson correlation strategy with critical thinking

Study strategy		
0/418	Pearson correlation	
0/0001	Confidence level.	
346	Count	Critical Thinking

Results Table 1 shows the significant positive relationship strategy ($p < 0.01$) with CT. This finding suggests that the strategy is more critical thinking students study more.

Resources

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