



A Study About Role of Integrating Thinking Skill in Success of Teacher

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ABSTRACT

In the modern competitive and ICT based society, there is a great need of operating thinking skills. Thinking skills are necessary tools characterized by rapid change, many alternatives of actions, and numerous individual and collective choices and decisions. A great deal of the research currently being reported indicates that the direct teaching through integrating thinking skills can produce better, more creative thinkers. It is crucial for people to have skills in questioning, analyzing, comparing, contrasting and evaluating. The findings from the integrating thinking skill research help teachers to teach through skills.

KEYWORDS :

Introduction:

Thinking is the process of forming an idea of something in the mind. It is a process of using one's powers of conception, judgment based on information. Everyone has the ability to think but to be a good thinker one needs to make deliberate efforts. It is a multidimensional attribute differently distributed among the people. Thinking is founded on micro skills generated by observation, scanning literature, debate and discussion. Micro skills are problem identification, escaping dominant idea, making rule, removing faults, finding of possibilities, making decision, focusing on goal, imaging, feedback, planning and elaborating all.

Integrating thinking skill is the process of connecting and combining information. The process involves abstracting information, combining parts to form a meaningful whole and changing existing structure to a new structure. The micro thinking skills are summarizing, synthesizing, reorganizing, and combination. Summarization is the process of reducing information in order to create a summary that retains the most important points. Summarization is to find a representative subset of the data, which contains the information of the entire set. As the problem of information overload grows, and as the amount of data increases, the interest in automatic summarization is also increasing. Synthesizing is combining different aspects of ideas and research in order to produce new ideas. It is an on-going process, where someone develops an idea or opinion based on merging new found ideas with prior knowledge. Reorganizing means to change the way in which something is organized, arranged, or done. A combination is a way of combine all operations. Combination of summarization, synthesizing, and reorganizing skill produce integrating skill.

For a teacher, it is necessary to have creative thinking. Teaching integrate perspectives as help students organize their knowledge, build on what students already know, facilitate information processing, deep thinking through elaboration, make thinking process explicit. A supportive congenial class room is essential to develop thinking skills. Classroom climate characterized by high expectations, teacher warmth and encouragement, pleasant physical surroundings, and so on, enhance all kinds of learning. Teacher needs in class room justification for ideas, asking open ended questions, using result oriented discussion technology, encouraging student's active participation, finding answer from students, make abstract, concept and relevant, opportunity to imagine concept. Students need to feel free to explore and express opinions, to examine alternative positions on controversial topics, and to justify beliefs about what is true and good.

Teacher needs integrate thinking skills into all aspects of teaching and requirement to develop effective strategies. Integrate thinking skill helps teachers to remodel their teaching and these should be provided on a continuous basis. Examples should reflect the real life contexts. The teacher should appreciate students who are trying to answer questions. Teacher should have extensive knowledge of their own discipline and of how it differs from others. To enhance subject curiosity, knowledge of students, teachers need to develop strategy for application of integrating thinking skill in their area with other areas. Use of thinking skills in teaching makes a teacher different from traditional teachers. Teachers have to understand the nature of think-

ing skill and process of their development among students.

Methodology:

Observation method was used to find effects of integrate thinking skills. Students of class 9, 10, 11, 12 are randomly selected for study. 10 students of every class are taken as sample. Students of each class are divided into 2 groups. Group 1 was taught using integrating thinking skill while group 2 was taught in general way. Students of both groups of all classes were assessed for ability to generate idea, to create curiosity about subject, investigation ability using percentage tool.

Finding and Analysis:

Table-1: Effect of Integrating Thinking Skill To Develop Idea Generation Ability Among Students

Student	Idea Generation Ability	
	Use of Integrating Thinking Skill	Without Use of Integrating Thinking Skill
Class-9	74	61
Class-10	76	64
Class-11	77	66
Class-12	80	67

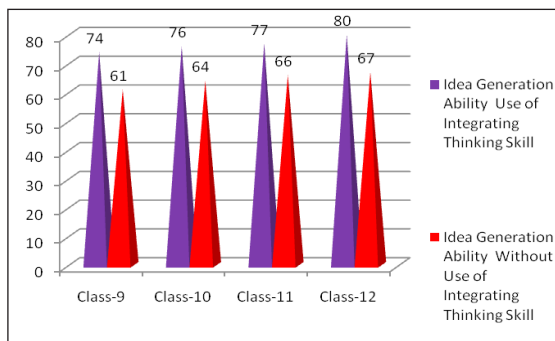


Chart-1: Effect of Integrating Thinking Skill To Develop Idea Generation Ability Among Students

Table-2: Effect of Integrating Thinking Skill To Create Curiosity About Subject Among Students

Student	Creation Of Curiosity About Subject	
	Use of Integrating Thinking Skill	Without Use of Integrating Thinking Skill
Class-9	77	66
Class-10	73	65
Class-11	72	63
Class-12	70	61

Effect of integrating thinking skill to develop idea generation ability regarding result shows that class 9 students exhibit 74% ability using integrating thinking skill while 61% for without use. Class 10 results indicate 76% in case of use of integrating thinking skill and 64% for without use. 77% students got ability due to use of thinking skill while 66% without use among class 11 students. Class 12 students exhibit maximum ability i.e., 80% using integrating thinking skill and 67% without use of skill.

Result related to creation of curiosity about subject indicates that curiosity is higher in lower classes. Among class 9 students, curiosity found 77% for use of thinking skill whereas 66% observed without use of skill. 73% in case of using skill and 65% without use of skill have observed in class 10. Class 11 result shows that 72% curiosity is for using skill and 63% for without use of skill. 70% and 61% curiosity found for case of using and without use of integrating thinking skill respectively in class 12.

Investigation ability found maximum in class 12 and minimum in class 9. 76% ability searched for class 9 using integrating thinking skill and 56% without use of skill. Class 10 students show 80% ability using skill and 58% without use. In case of class 11, 82% found for use of skill and 61% for without use. Class 12 students indicate 83% ability for use of skill and 63% for without use of skill respectively.

Conclusion:

The importance of cognitive development has become widespread, Integrated thinking skill promotes intellectual growth and fosters academic achievement gains. Student's performance on measures of integrating thinking ability has displayed a good result. Related research result shows that students can learn to think better if teacher concentrate on integrated thinking skill. Teachers should systematically evaluate the culture of classrooms and schools and should estimate how this culture affects their ability to promote critical reasoning habits among students. It is especially important to establish and maintain a positive, stimulating, encouraging classroom climate for using integrated thinking skill, so that students will feel free to experiment with new ideas and approaches.

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