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The Importance of Critical Thinking in Teaching for Informatic Students

Authors: MSC.Gerild QORDJA[1]; MSC.Benereta Shehu[2]; MSC.Katerina Zela[3]

Mediterranean University of Albania, Department of Informatics and Scientific Fourmer[1,3]; University of Tirana[2]

gerildqordja@umsh.edu.al[1]; benereta.shehu@albtelecom.al[2]; katerina.zela@umsh.edu.al[3]

Abstracts:

The teacher plays an important role in the world of education, including the process of learning activities. Teaching pupils and students how to think is one of the main goals of educational institutions.

School and university programs are organized in such a way that pupils and students acquire the ability of critical thinking. It is already known that critical thinking is important, we can even say that it is the component of success in school, and beyond.

Critical thinking helps individuals cope with various challenges in life. This paper will present how critical thinking is developed through different teaching methods as well as a detailed explanation of critical thinking.

Innovations and rapid developments in social, economic, technological life, etc., present a challenge for teachers, who are among the first to face these changes of the century we live.

Of course, in the face of these major changes, the development of new teaching methods and tools used can be a guarantee for the provision of educational services based on the interests of the labor market, enabling the development of students' critical thinking.

Keywords: Critical thinking; decision making; methodology; teaching; development

Introduction

Critical thinking as a high level cognitive skill. The efforts of curriculum developers, textbook users, teachers who organize and manage to learn, evaluators of the effectiveness of the teaching process, all these actors and more, are considering their most important aspect of critical thinking. of them. students and its full further.

Access and processing of knowledge in independent, effective and very important ways to make a decision, but also to make the decision to complete the problem of awareness and their decision for a certain action. Given the complexity of today's society and economy, linked to knowledge, knowledge management has become an essential competence for the twentieth century. XXI. However, the skills to define and access the information / source of knowledge of these, students also need to develop the capacity to access knowledge in critical, creative and interactive ways.

Advanced psychological and pedagogical studies prove that teaching has a special role in critical thinking in students and once in the form of students' personality. It is something that is not in this process to have stimulating elements for critical thinking in all scientific disciplines. In this way the development will be acquainted with the diversity of life and through some contents to make stimulated and mature emotional, social and intellectual.

Work and Objectives

Work program is the identification of teaching ways which lead to this critical thinking in and beyond. It is important to present the concept of critical thinking in a concise way, as well as its development. "Everyone thinks: it is in our nature to think. But most of our thinking is unstudied, is biased, distorted and partial, is in fact unsupported or is entirely biased. But even the beauty of our

lives and that does not produce depends on this nature of our thinking

Finally, giving advice to teachers in order to be as effective and motivating as possible in their work to lead students towards education. This paper will present some important issues for critical thinking commentary, providing reasonable explanations and definitions, which apply to teaching and learning practices.

This study aims to answer the following questions:

• Critical thinking what are its basics?

• Why is the development of critical thinking in school?

• What are the ways to develop critical thinking skills in teaching?

What is critical thinking?

Critical thinking is a deliberate reasoning judgment, which responds to an interpretation, analysis, evaluation, explanation, conclusion, evidence, and conceptual considerations on which judgments are based.

Critical thinking occurs when students do their best to make reasoned decisions based on relevant criteria. Questions and assignments aimed at critical thinking invite students to think carefully and deliberately about curriculum content, their thinking information, and about themselves. Critical thinking is a methodology that helps to develop a deep understanding of the concepts and competencies needed to succeed in science and beyond. The student is thinking critically in science when they have:

• Judge reasonably about what they do (decisions) and what they think (conclusions) about scientific concepts and contexts.

• Definitely consider the criteria or reasons for a thoughtful decision or conclusion, and not just to think mechanically but follow a procedure or routine by applying a formula.

• Use relevant intellectual tools.

Critical thinking as a high level cognitive skill. The efforts of curriculum developers, textbook users, teachers who organize and manage to learn, evaluators of the effectiveness of the teaching process, all these actors and more, are considering their most important aspect of critical thinking. of them. students and his further ears as well as in the formation of competencies.

Among them we mention: Communication and speech competence; Thinking competence; Learning competence; Competences for life, work and environment; Personal competence; Civic competence; Thinking competence (critical thinking). Access and processing of knowledge in independent, effective and very important ways to make a decision, but also to make the decision to complete the problem of awareness and their decision for a certain action. Given the complexity of today's society and economy, linked to knowledge, knowledge management has become an essential competence for the twentieth century. XXI. However, the skills to define and access information, students also need to develop the capacity to access knowledge in critical, creative and interactive ways. The most advanced psychological studies of pedagogy prove how the teaching curriculum has a special role in and critical thinking in students once in shaping the personality of students. In this way students will be introduced to a variety of their lives and from some content to encourage the development and development of emotions, social and intellectual.

Definitions for critical thinking

What is the purpose of critical thinking?

Critical thinking The disciplined intellectual process in conceptualism actively dexterously solves, analyzes, synthesizes, and analyzes the thought of analysis by observation is information, reflection, reasoning for communication, as a guide and action.
Critical thinking is the process of using reasoning to distinguish what is true, and what is false, in the phrases we hear every day. (Critical Thinking Robin wood 2002)
To think critically is to examine ideas, evaluate them against what you know, and make decisions. Using critical thinking is the opposite of holding an 'objective' position. When you think about it

critically, you weigh all aspects of an argument and evaluate its strengths and weaknesses.
So critical thinking skills mean:

- Actively search all sides of an argument
- Testing the robustness of cast hypotheses.
- Testing the soundness of other evidence for hypotheses.

Because your goal when thinking critically is to respond objectively to what you are reading or thinking, you need to keep changing what you think and be prepared to doubt the author's claims. As a result, you should always be legitimate to tailor your approach to the requirements of the material.

Their thought-provoking critical skills in the curriculum help to strengthen the educated, to develop further study studies, to promote life and life skills (Stobaugh, 2013).

Critical thinking is a reflective rational or logical way of thinking about what needs to be done and what needs to be done. Then Starkey says critical thinking is about me: Problem solving and reasoning.

Critical thinking relates to the ability to (2) make remarks, (2) curiosity, (3) identify and define problems, (4) evaluate the validity of statements and arguments, (5) make the right decision and find a solution . to argue, (6) to understand reasonable.

Another thought about critical thinking is by Ruggiero (2011) according to his critical thinking is a process that thinks to be aware that is used for questions that have made decisions, or to adapt comprehension.

Then according to Lau (2011) emphasizes that critical thinking is clearly thought out, and critical thinking must necessarily be thought of properly and systematically or structured, as well as following logical and scientific rules.

Stobaugh (2013) argues that critical thinking is the overall scientific process of identifying problem changes and finding the best solutions to it.

Critical thinking involves thinking in terms of ideas, opinions, and making connections. Based on his description, it can be concluded that critical thinking is the skills to think about a problem, analyze, analyze the problem, and then analyze it.

No rule or way of listing thoughts and ideas by any group of people can answer which idea is best in a given circumstance. Working together works to bring about real improvements in student learning, which should be sustainable and should last a lifetime. Much has been written about critical thinking. For people who think critically, the basis of understanding information is more the starting point than the end of learning. Developing thought critically on ideas is absorbing and critical in their impact, tire in an elaborate way with the opposite balance in the face of opposite behaviors, building credible systems to try them and undertake them . a certain attitude in these structures.

Critical thinking is a complex process of incorporating ideas and resources creatively, reconceptualizing and restructuring concepts and information. It is a cognitive, and interactive process, which occurs at many levels of thinking.

Quite often critical thinking is goal-oriented but it can also be a creative process, where goals may be less clear. Critical thinking is a very sophisticated and thoughtful way.

It occurs in those when thinking of something in which cases older students may be involved. But not only that. Other children are able to engage in different levels of thought development.

They willingly get involved in tasks for solving liquidated problems and display high levels of thinking in what relates to me.

Exploratory thinking and deep thinking

Scholars determine what is during an experimental procedure, in the same way that good readers determine what is most important in each given paragraph and in each chapter to be in a book.

The second processing methodology is called "selective combination". The scientist is capable of all the rich information that is important and then combines it in different ways, which will not lead to new hypotheses or new research horizons. Good researchers and scientists combine variables that are provocative. They are combining procedures that are applicable which have shown promises in

the past. These researchers are the ones who take from others the past and the punishments of the past by synthesizing and integrating the ideas of some of their most productive products that have been doing research for decades. They are more productive in their areas created because of these skills and knowledge.

Another is the selected comparison and in this model of information processing, the new information is related to the old information or found in a new divergent way, previously published or known information. These skills are set to be counted and replicated. We can study the theory of this idea but it is more difficult to learn these thinking patterns. Only through possible experimentation, studies and discussions can these ideas be integrated into the mind of the scientist.

Kuhn, Iordanou (2008). Kuhn et al. have shown very clearly that "scientific thought is multivariate reasoning." In other words, they emphasize that scientists should not think uniformly in a multivariate world. They secondly engage in the idea that scientific thought reflects a true understanding of the nature of science. They do not believe in distant thinking, but in deep reasoning, in critical and higher thinking thinking about variables and controlling variables. Finally, Kuhn and her colleagues argue that scientific thought must include argumentation, that a true scientist must be protected and able to debate, discuss and argue their arguments, as well as human's diseases to be faced with colleagues who may not necessarily agree with their premises or ideas.

The importance of critical thinking in school

The term "critical thinking" has been around in educational circles for decades and has different meanings, for different groups. Critical thinking means thinking at the highest level. This process allows students to study effectively in school, science, science and society. Critical thinking in school can be used as a logic to think about the thoughts of many students's obstacles. Teachers need to do actions that you practice on what are critical thinking while reading and writing. They should support the thinking that their students make not to reproduce the lessons, but to criticize, to create the choice of facts, which are or ideas given in related materials. Such teaching is widely accepted today as best practice. Studies results are in active lessons, which are well thought out, learning is much more effective and productive.

If we start from the premise of a traditional classroom, where it is taught passively, where it is such that it is actively drawn, there should not be great results in the field of thinking thinking, where we say how it is critically thought that students ask beyond research. active in information and do something more: relate what they have learned to their acquaintances, compare it with other knowledge, raise questions about the proof or authority of writing, take in some reasonable words of argument, draw lessons from it, construct their opinion. of, imagine choices for the problems posed in it, take into account others, and so on.

Critical thinking helps solve problems

Problem solving is a mental process that requires the ability to analyze and find the best solution to the problem. Describes the processes when a goal is thwarted for some reason, such as lack of resources, lack of information, and so on, which is a problem. Whatever is undertaken for the purpose of defining the intended solution of the problem.

There are common and less common problems. Method problems could be solved by learning that students know and repeating them step by step. Less common problems are problems for 'which do not have access or ways similar to the first, to be successfully applied or suggested by tasks, task instructions or some work examples'. Everyone needs problem-solving skills in everyday life. Those a set of skills which are what are known, are social and other skills, mentioning problem solving and efficiency solving. For all problems in critical and creative thinking.

As with any new skill you develop, it may take some time to develop. the more you practice it, the better you will fight. In this section we will address how to read using critical thinking skills.

As an independent learner you need to be reflective on what you are doing and how you are progressing. Asking different questions about the materials you are reading is part of this. You will not use your critical thinking skills by listening or reading passively. You will only acquire these skills by becoming active with the subject. You can do this by asking different questions about the

material, solving each problem, creating new understanding as a result, and then reflecting on what you have gained. This is called investigation learning. Getting a reflection, all the research materials for your study, helps you to research more deeply what you read (see Figure 1). It requires you to think openly, ask questions and reflect on the answer you can reflect.

In some study disciplines, thinking is used for the purposes of "information or critique of an argument". Find out what an argument means to have what is happening when someone makes an inadequate argument.

A process for critical thinking

The use of thinking is to be used to maintain a critical "objective" position. This means that you have to be hard-pressed to be aware of the prejudices you have in order to be able to search as you think about an argument. As you read, allow yourself the opportunities to control their sections and review if you are unsure of their meaning. Although there is no right way to think critically, you will find yourself doing some tasks before moving on to the function of any material. Try the following three steps:

1) Identify the power of information.
2) Analyze the material.
3) Compare and apply the information.

Identify the impact of the information.

First, there is no general power of argument within the information you are reading. In this thing it is just as great of people and be aware of the issue at hand. Try to have: the main points of the argument claims by becoming evidence of the contacts conclusions reached.

As you read, think about whether the material is careful for you. Here are some questions you can ask in your analysis:

Does the information make sense in relation to theory and other research? How reliable is the material? Is the material clear or do you need to find additional information to maintain your understanding? Could it be possible to implication you need to have other materials? (Perhaps the conclusions of a phenomenon if the original material is not comprehensive enough.) An argument for a balanced view? Is the author disrespecting certain topics in order to present a particular argument?

Compare and apply the information.

Assignment questions often make you need to apply theories, principles, or formulas to the situation. The process of taking action to implement what you are learning can help you build your good on the subject. Try to apply: the implications of a piece of information for another vulnerability that can be discovered apply the idea in a real life coverage situation. Should only such a great formula and support for such a theory be a theory that should be in your theory?

How to evaluate an argument

When evaluating academic material such as an article, the synonym of a judgment on the validity of its argument. You can do this by noting: argument coherence and supporting evidence.

Coherence: Being in the impossible state when an argument is valid (i.e. that claims based on the conclusion are adequately and reasonably derived) is reasonable. Check the line of reasoning - is it coherent and logical? Is there a flaw in its progress? Look at the conclusions drawn - were they made in such a way that their claims were substantiated? Are they "loved" and do they make sense? Did the authors justify their claims by telling them with plausible sources of evidence? Are assumptions and if so are they acceptable? Have all alternative claims been considered? Are there any biases in the allegations and supporting arguments? Does it make sense when compared to contact evidence?

Supporting Evidence: You should also evaluate the evidence with which you have been proven to prove its value, by itself and when compared to other evidence (Figure 2). Do the evidence support all the allegations made? (Is it comprehensive?) Is the test specific to the topic? Is it a final test for your goals? How does this evidence compare to that given by other people: do they contradict other evidence? Is English with other evidence? A cohabiting, adding an addition to the theme?

Taking notes critically

Being able to express your critical thinking power starts with the notes you take during your course.

Taking notes is an important point for what you are reading. You may find that the very act of writing down your notes helps you to distill your understanding. Questions I asked myself while you have a note on the truth of the materials and what you have achieved. What needs to be achieved is a logical, reasoned objective interpretation with which you are proclaimed. When it comes to arguing in your duties, you should be able to defend your view against allegations such as prejudice, lack of supporting evidence, incompleteness and illegal reasoning. Using thinking when you first notice material from the course material and then doing so strictly when building your line of argument in your assignments will help you avoid these problems.

The figure shows how you can structure your note arrangement. Use this example as inspiration to create your own model. For example, you can set a category such as 'care quotas'. Remember, the questions they hold while reading means based on the nature of the subject or what you are identifying to achieve. So take a picture of all the categories that you can change to suit your goals.

To write in a critical voice

Not only should you read with a critical eye, but you should be able to express your idea in a critical way. This means that your writing should show your understanding of the importance of an argument or perspective, the importance of the evidence, and the strength of its conclusion.

How to address questions

Unless otherwise stated, you are expected to receive your test course materials as you answer the exam assignments and questions. As with your reading, you should be interested in being actively questioning its required tasks and content. Again, you need to apply a critical thinking application. You can address the questions by checking the notes that accompany the question in the task booklet by splitting the question into welcome pieces by looking closely at the 'process words' in the title of the tasks allowed some time to pause before you start write and then some time to review what you have written then keep holding that question and referencing again as you write.

Reading questions critically

When reading the task question, you can use your critical thinking skills to make sure you understand the question. For example, if the question asks you to "compare and contrast" two different approaches, you will know that you need to pay attention to one approach and another to another. Likewise, if the question asks you to 'evaluate the value of ... in which it means to ...', it means to focus on your answer.

Look at the words of the process. They will tell you what is expected to be done with the themes and are often verbs (such as "compare and contrast"). You will find that the words of the process in your task questions stimulate certain areas of critical thinking.

So, for example, if the question is addressed to me:

decision, defend, or support: you will prepare a reasoned judgment in your analysis. Apply, demonstrate, illustrate, interpret, choose: you will need to apply the theme (in a different way). Develop, formulate, adjust: you are expected to combine the material with other materials you have read. Compare, contrast, distinguish, analyze: you will need to analyzethe argument. Define, list: you will need to identify the content.

These verbs can have special meanings in your subject area! Always consult your assignment booklet to make sure you know what is expected of you. If you are still on your own, ask the tutor.

What are critical thinking skills?

The skills we need to be able to think critically are diverse to analyze, analyze, interpret, reflect, analyze, infer, solve, problem-solving, and decision-making. In particular we need to be able to think about a topic or issue objectively and critically.

Why is it critical thinking?

Good thinking for promoting such thinking skills and is great at selling the job you have faster. Critical thinking enhances language and presentation skills. In learning how to analyze the logical structure of texts, critical thinking is also the technique of her skills.

Can you learn critical thinking?

Teaching critical thinking skills can be supported by information flow data. Acquiring the proper use of information is for the success of students in school and in life. It is about learning how to dig out knowledge in order to find the best facts for solving a problem.

Being an independent student

All universities encourage all information independently and students' critical thinking is not about that. You show that you are an independent student when you analyze, evaluate and information from an honest source and present your reasoning with the relevant interpretation. This is known as used to think of the higher order or otherwise; skills.

You may encounter some activities during your study that do not require high levels of critical thinking. For example, some multiple choice questions can simply boost your knowledge and have these topics of your own.

Part of that is using higher order thinking skills. ' These skills are related to analyzing and synthesizing information (rather than just memorizing). In the 950s, Benjamin Bloom identified one such group with the study and thinking skills of college students, which they called the "thinking triangle" (Bloom, 1956).

Critical thinking and science

The critical approach to the science of teaching is less concerned with accumulating untapped facts and scientific definitions and procedures than with students learning to think scientifically. As students learn to think scientifically, they inevitably organize and internalize facts, learn terminology, and use scientific procedures. But they learn them deeply, related to the idea they have thought of, and so they do not have to retell "them again and again. The biggest obstacle to scientific education is the misunderstandings of students' past. Although there are methods of created and confident in solving many scientific questions, must accept how methods have formed their ideas about the physical world.The simple presentation of different methods to the student is not in those beliefs; they have an unarticulated form and thus Instead of transferring the knowledge they learn in school to the new environment, preferring to use their existing knowledge.Students' own egocentric concepts of events in their immediate experience seem more real and real than they are if they do not practice expressing and defending their beliefs and listening critically to others, they do not criticize their beliefs. them and make them modify in the light of what they learn, a process for genuine understanding. As students discover that they have different, different, different, different, different and other different differences.

Serious error knowledge textbooks that give students false and misleading ideas about science. Scientists are not given experiments; those with a problem or question and need to understand, solutions and mistakes, how to solve it. Typical scientific texts, however, present the student with the products of science study. This textbook presents information and showed students how to perform experiments. They set the agreements and list them in their defined categories, promote the selection and evaluate their categories. Certain texts to practice their skills of graphing and counting, often for no reason but not very effective.

Such activities simply reinforce the stereotype that scientists are people who run around counting, measuring and combining strange liquids together for no unknown reason.

The texts also introduce scientific concepts. But they need to understand the scientific concepts of ordinary language and common concepts. After a unit on photosynthesis, a student asked, "Where do plants get their food?" he answered, "From water, earth and everywhere." The student misunderstood what the concept of 'food' meant to plants and lost

the crucial idea that they make their own food. He is using his previous (other people) concept of 'food'.

Confusion often arises when scientific concepts that have a different meaning in ordinary language (e.g. 'work') are not distinguished in a way that highlights how purpose changes in the language of the language. Students should see each concept is accurate for its purpose.

Many college students fail to function in the typical science class and have at work. Below we will present some general information about critical thinking skills and introduce some specific areas that need investigation and question forms. Too often, they often reach the level of college students without critical thinking skills. In no field is this more accepted than in the sciences. It will not discuss some of the reasons for this shortcoming and we will put forward some discussions on ways to improve.

It is a scenario that shows very often. The number of students has problems in theology, to have the term of processes and procedures and lack of expertise with the scientific basis. The reasons for this are numerous and varied and perhaps worthy of empirical exploration. In this case, this paper would be an element of the necessary foundation for proper critical thinking procedures and processes in the field of science. While science is often taught observation, language and vocabulary are often fundamental. Some key terminologies follow below. Many students do not understand language, concepts; the importance of these words, or confuses the terms thus bringing problems in their work to learn.

Why is it difficult to develop critical thinking?

Is there any hope that our society will think critically and develop new ways of thinking? There is reason to be optimistic about this in the foreseeable future.

In society are happening structural or organizational transformations will also have an impact on various changes that are the ideas of the younger generations. New generations are growing and forming in others different from those of the older generation and are forming a mindset and culture. Young people are being exposed to ideas that are circulating globally through travel, personal acquaintances. They will need the idea of thinking that will adapt to the situations of their time and break the boundaries of provincialism. The societal pressure to replace old ideas and elites with new ones is increasing. However, he must acknowledge that there are obstacles that as long as they, the development of culture and the expression of critical thinking will be delayed.

hinders critical thinking in our society? If we consider cultures, critical thinking is not something that promotes the structure of traditional logic that prevails in our culture. This logic is a form for a long time in different political and ideological contexts within the socio-political organizations and ideologies of the past.

Our value system that before such a form created unquestionable authorities and values, an event, persons, organizations, attitudes and beliefs. In the family we have the owner of the house, the father, the big brother, etc. Our earth has carried heroes and saints on its back and has been washed with the blood of martyrs and martyrs. Above it we find fathers of the nation, Albanian Mecca and Jerusalem, then patriots who until yesterday we knew as traitors, and traitors who until yesterday were patriots.

In our historical calendar we have recorded epics, holy wars, the most common events that have been proclaimed, and even historical features, which we commemorate in the form of religious rites. In our collective mentality, the philosophy of a politician, even of Albanians, as well as permanent friends and brothers with the other country, and with other hostilities. question all these evils and this history of technology and the inevitable nation ?!

To oppose the dominant thought which is only why it is repeated to the point of monotony and legitimized by dressing as the man of holiness is the same as blasphemy, because holiness must not be violated. Those who dare to talk about taboo

topics or express blasphemous thoughts are punished as renegades.

As taboos expand, the real indisputable and unquestionable arguments narrow, the issues in which one can think are narrowed, the very field where discussion, logical reasoning, opinion, disagreement, debate and differences of opinion are allowed. Thus, the topics and issues on which one can think are wrinkled, while the depth of thought on it is shallow.

Thinking and learning

Education educators have discussed the improvement of factual knowledge learning over practical learning and conceptual knowledge. They suggest understanding facts in order to be more relevant, believing rather than a certain number of facts, which when properly taught, prepare students to make fried changes in outward behavior.

Those who believe that conceptual and practical knowledge are the main goals, believe that knowledge in itself is not enough. Moreover, they think that things are important for which only they are important and they are valuable when they are in conceptual terms practically applied in a particularly creative and critical way.

There is nothing that is not known about the facts that are important. To a large extent people need to know how to work every day successfully, as in markets, in purchasing items. all the idea that there is a knowledge to teach students on a daily basis about their future, will be made and will be less to be easier to re-measure in changing society.

With the expansion of electronic communication, in all cultures, all over the world, schools and families are staying in centers that can not exchange information anywhere and anytime. of the world, will be the ability to choose information in how it will be decided about what is important or not.

They make everyone able to understand how different pieces of information fit together.

It is necessary for them to be able to give content to new ideas and knowledge, to define the meaning whenever they come across new information, to

The role of critical thinking in science

Demir, S. (2015) states, "The importance and effect of the ability to 'think differently' is growing criticism in all societies." In another recent article, he also states, creative and critical in a scientific perspective, and to see events from different angles occupy such a place in education.Training science teachers who have creative and critical thinking, is an important thought for science and science education We can say that the notion of critique as a scientific feature of science.

Critical thinkers have some features where we can mention:

• They are curious about what they observe or hear.

• Have a desire to seek the truth.

• Communicate clearly and logically.

• Critical thinkers are like and think about dealing before seeking a point of conclusion.

• They have an intellectual sensitivity.

• Critical thinkers are able to develop reasonable conclusions by analyzing, evaluating and concluding.

How can critical thinking in science?

Teachers play a role in the world of education, including the process of planning lessons and activities. A meaningful lesson will be able to have a good effect on students's thinking skills. One of the important aspects of student thinking that needs to be empowered is critical thinking. A person will face the challenges of a globalized world.

To meet global demands, including content 21, requires in many respects, including education. Runco (2014) stated that the trend in current education was not just about learning to read, write and arithmetic, but also about being taught how to develop and use thinking skills. Scheme for problem solving and some other skills of scientific and technological skill should be optimally empowered in education (Segal, Chipman & Glaser, 1985; Laless& Brown, 2015). McGuire

(2015) that life today is an exponentially more complicated and complicated way than it was fifty statements ago.

In the 21st century, everyone needs high levels of information and technology dexterity that has knowledge of the base that has been in the past. Moreover, it was explained that there were four skills that need to be mastered and empowered in the 21st century. Specialists in critical thinking and problem solving, communication, collaboration and creativity and innovation.

One of the skills that have been found to be empowering is thought skills, including critical thinking skills. Paul (1988) defined critical thinking skills as something that is done to reach a conclusion in with my purpose and thought. Seferoglu&Akbiyik (2006) explained the critics' thinking ability to see a condition event and to give one, a decision related to a comment or thoughts of the person.

Howard, Tang &Austion (2015) explained that their skills are intended as an opportunity to correct any error or ability to find a problem in the way it would create a problem in the way of existence. Critical thinking writing about identifying and analyzing sources of information for reliability, demonstrating preliminary analysis and linkage as well as analysis of a conclusion (Thurman, 2009). Based on some sources related to their skills and critical thinking over time, it can be concluded that their critical thinking skills are the skills that a person possesses for a problem based on knowledge database.

The clearest means of communication is language. It is a means of conveying something that comes to mind.

However, language is used as a means of interaction or means of communication, for the society of thoughts, ideas, concepts or feelings. In education, written skills have a very important meaning.

Learns all those who are not able to write well have a hard time coping with communication barriers, but who often write, have to gain their thoughtful critical approach to the problems of their lives. However, many students and pupils are not aware of their importance being skills. In the fact that most of them are clumsy and reluctant to write, because in the writing process to think deeply and time.

A person's writing to express ideas is also written by linguistic intelligence and critical thinking. In the activity of language, intelligence is one of the intelligences of language, because linguistic intelligence is related to written skills. Linguistic intelligence in a person's ability to communicate his ideas. To create the latter an intensive work and ongoing problems. Project solving is the interaction between students to get the information they want, to reach a conclusion or about a problem. It starts with a learning model where teachers and student learners learn about my learning problems (Jacobsen, Eggen and Kauchak, 2009). It starts with which students are a problem for solving it with the teacher. The second model of effective learning is the first learning in projects. According to Thomas (2000) the first learning in the project is a model that organizes learning through projects.

Learning related to projects and structures on teaching that fosters critical thinking

Thomas (2000) proposed that first project-based learning be a model that organizes project-based learning. In the learning process, they are complex tasks, designed to challenge problems

According to Arend (2012) learning a certain project from the results of student reports resulting from the investigation of a natural problem. Hunt and Beglar (2003) argue that learning in their thoughts is an activity that requires organizing students into groups of two to four people and solving a topic that they are interested in or want to have a problem with. To achieve a practical understanding of a teaching and learning framework this must prove a true learning context. For this reason the teachers and educators who have worked on critical thinking during reading-writing structures have sought and such a structure for those who are one of those who think they are good who are carefully pursuing offers success.

Thus following this experience of structure towards teaching for reflection learning will not create a clear thought about the thoughts we need to carry on critical and creative thinking in our students.

Innovations and rapid developments in social, economic, technological life, etc. Certainly in the

face of major changes, curriculum development can be a guarantee for the crime of education based on work interests by providing new opportunities for students' critical thinking. The curriculum is instrumental in the sense that it uses such a purpose of the learning process. It is an instrument for students' attention as well as an instrument for teaching students the knowledge, skills and values they need to work and learn further in life. In this context curricular content, being instrumental, can not all have a purpose in itself. Thus there is the possibility that curricular links are studied and re-studied in order to adapt and be good both in creating students' minds and in making them for life.

In this context, the aim of each curriculum is to prepare students for life and work, so naturally the question arises, in what form or manner should it prepare students for the challenges of living life? Textual (curricular) contents have a special importance for them are not the only ones that ensure the learning success of students's students in teaching, an important part of them also have teachers how many are those who are impossible to identify curricular contents that promote. critical thinking and how they interpret these issues in students. In this sense, the responsibilities of each teacher are how the students of all students, all independently in the problems of problems, (Zelina, 1994) of the causes in the situation highlight new information on important issues, express the idea and to evaluate them from different points of view. Critical thinking is not conditioned only by the commitment or work of the teacher, this is an ongoing and active process in the field of teaching. The concept of critical thinking is a multifaceted concept. For man to think critically he needs to possess some mini-skills. Such mini-skills for critical thinking are: the ability to observe, to analyze, to interpret, to reflect, to evaluate, to conclude, to explain, to problems and to make decisions. This is the miniskirt list for critical thinking about what is part of a large part of the studies of our time. This means that authors and other institutions also cite other miniscatitudes or perspectives to determine the multifaceted skill of critical thinking. What happens to the students's mind as he was exposed to the curriculum materials selected according to the two goals mentioned above, is unfortunately completely and absolutely happy with the curriculum materials that the students work with. Despite the importance of these materials, they do not hinder their action in the minds of students. A second factor is in this process is the learning process itself, so the activities in which students are involved with the goals that participate in the activities he can not only develop his mind, but also to possess knowledge, skills and values with which he will have to leave schools to work and learn further. This is why in this study great importance is given to learning activities where students are involved and money each. Critical thinking teaching is not an activity of attention but can be very complex and interdisciplinary. I stress tricky because there is no sequence

Conclusion

At the end of the study we draw the following conclusions:

During the lesson students are actively involved in or in the lesson when it allows them to freely express their opinion. Allowing them to think outside the box helps everyone focus during the lesson and learning becomes a loving process for them.

During the collaboration they share the idea and dedicate to what they say to leave thus thus the information they receive.

The presentation of the videos arouses curiosity and then they are encouraged to see or read more of what was demonstrated to them in class.

When students realize what they are learning life in their lives and are encouraged to learn in what they are learning. This brings the acquisition of better knowledge and forms the competent man.

Recommendation

- *Assessed the importance of students' free thinking during the learning process.*
- *Create innovative teaching methods that involve students by encouraging critical thinking.*

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