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Developing critical thinking skill through OBE

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Abstract
This article basically focuses on major factors of critical thinking through outcome-based education and student centered learning in relation to the English Department of Parwan University EFL context.
Critical thinking is one of the key point ignored in the higher education system and it is one of most important skills for students in twenty first. Critical Thinking helps teachers to pave the ground for student to produce knowledge rather than reproduce it. Process of producing knowledge requires the use of a range of critical skills such as reflective, creative, analytical, and problem solving thinking skills. Critical thinking comprises critical skills such as analyzing arguments, evaluating, reflecting on issues, making decisions, solving problems, judging, making inferences using deductive and inductive reasoning. Since critical thinking requires background knowledge but not necessarily in every given topic. So critical thinking empowers critical thought, cognitive skills and dispositions but today education system mostly engaged students in rote learning and memorization.
The outcome of this mini research is to help both teachers and students to be critical thinker that causes improvement in their academic and social life. In one hand, it provides practical techniques and methods for engaging students critically in the process of teaching learning activities and second it contributes to the lecturers to have more space for the meaningful interaction of students and give expanded opportunities for every individual students to work in the class and give critical works to do in the real world and as a result students will be empowered to be critical thinker.
Last but not least, this study contributes lecturers to encourage the development of critical thinking skills in their students and suggest best practices in assessing critical thinking skills.
The method of this mini research paper is integration of library research and my personal experiences and realizations from my literature students. So this work highlights the reasons behind their absence of critical thinking and recommendations to ride off this challenge.

Keywords: critical thinking, problem solving, deductive and inductive reasoning, outcome-based education

1. Introduction
One of the main goal of 21st education system is nurturing critical thinking ability which influences every walks of our life from teaching to learning, academics to social life and even from childhood to all stages of life. Since 1990, educators and pedagogy researchers drew a conclusion that the strong need is felt for developing students' critical thinking in all levels of higher education and especially in university EFL courses.
Not surprisingly, over the past decades, numerous scholars and educators have advocated the necessity of teaching critical thinking as one of the essential skills in order to help students to operate effectively within society, make better judgments, and take personal, business or leadership decisions (Braun, 2004; Fisher, 2001; Kalyczynski, 2001; Willingham, 2007).
According to Willingham (2007), one may teach students how to think, but without giving them the necessary background and knowledge, they will not be able to analyze the content properly. So, in some respects, development of critical thinking skills basically require prior knowledge, as fostering students' active thinking and independent thinking ability helps them to put their previously acquired knowledge into practice.
As far as the fact concerns, critical thinking is not paid enough attention in the EFL classrooms, still the major focus of learners is on practical skills of the language and getting to know the linguistics skills. Thus, to overcome this challenge there should be balance among practical, linguistic, and critical thinking skills. We do believe that the role of teacher in EFL context is not merely training language skills but he can play multiple roles, the teacher should pave the ground where students can actively reflect on social affairs, current issues and motive them to become subjective over the changes. Moreover, to accomplish the standards of twenty first century education drive, students need to think beyond learning, criticize and appreciate the learning teaching process.

2. The Need for Critical Thinking
Preparing students to be able to think critically is one of the key goals for many professionals in higher education, and it is also a quality sought by most employers of university graduates (Sulaiman, Rahman, & Dzulkifli, 2008) [3]. In the modern democratic world one the most remarkable outcomes of the education system is promoting independent thinking in students with respect to their academic and social life. The necessity and significance of critical thinking in education might primarily lie in the fact that students are not passive participants in the learning process since they are no longer engaged in rote memorization of facts; rather, they need to graduate from educational institutions that engage them in learning that improves their thinking skills. Many recent concerned studies recommend

that those who have the ability to think critically are the product of institutions which incorporated critical thinking techniques into teaching learning activities.

The ability to think critically has been identified as an essential life skill (Galinsky, 2010), with current literature revealing that explicit instruction in, and practice of, critical thinking strategies in the high school classroom can improve student academic performance (Hove, 2011). UNICEF, UNESCO and WHO list problem solving and critical thinking as two of ten core life skill strategies and techniques (UNODC, n/d; World Health Organization, 1999). Bearing in mind the aforesaid comments for the tremendous contribution of critical thinking in the academic and daily life of students it is worth to add that critical thinking is one the key soft skills that Outcome Based Education strongly emphasizes and should be fully observed in all spheres' instruction.

For philosophical teachers, the role model is Socrates, for whom education was nothing less than an examination of life itself (Paul *et al*., 1997). Over 2,500 years ago, Socrates taught in a non-dogmatic fashion, subjecting the ideas of his students to rigorous, critical questioning (Taylor, 2012). The goal of this process was two-fold: to show them that they didn't know what they thought they did and to push them into critically examining their ideas for themselves. Boa, Wattanatorn, and Tagong (2018) adopted the Socratic Method for Thai undergraduate students, and indicated there were three critical thinking competencies. These included recognize assumptions, evaluate arguments, and draw conclusions.

Furthermore, Paul and Elder (2008), stated that the Socratic method has been demonstrated for ages as the most powerful teaching method for enhancing critical thinking skills. It is clear that critical thinking is really important for classroom, workplace, and especially for daily life, but the current collegiate learning environment is not appropriately sat for practicing the due skills and techniques.

Today, adoption of critical thinking strategies can also prepare students for the rigors of university life, as well as helping them develop the skills necessary to compete economically in a global environment (Taylor, 2012). Furthermore, Paul and Elder (2014a) noted that critical thinkers must be, "clear as to the purpose at hand and the question at issue...question information, conclusions, and points, of view strive to be clear, accurate, precise, and relevant...seek to think beneath the surface, to be logical and fair and apply these skills to their reading and writing as well as to their speaking and listening." However, Mendelman (2007) [14] warned, that today, more and more children grow up engaged with passive activities like TV, video games, and the internet. Therefore, teaching critical thinking is one of the most important, if not the most difficult burdens of the classroom.

According to Innis (2015), critical thinking involves several steps, most of which adults breeze though without much thought. These steps include identify the issue, think about the goal, brainstorm possible solutions, think through possible results, try one of the solutions, and finally, evaluate the outcome. However, Hayes and Devitt (2008) [15] indicated that in early learners, critical thinking strategies are not extensively developed or practiced during primary and secondary education. Teachers are therefore, obligated to help students develop the skills necessary to synthesize the nuances of a modern, complex society.

Critical thinking is not the mere acceptance of information at the face value, but educated critical thinkers go beyond the surface and thoughtfully discover the more deep sides of an issue. The National Association for Media Literacy Education (2010) advocated explicit teaching of critical inquiry, encouraging students in active inquiry and critical thinking about the messages that we receive and create. The ability of students to explore issues thoughtfully empower them against injustice and unfairness.

Rote learning and memorization are no longer appropriate for those who are hungry for new, meaningful knowledge and critical thinking (Marin & Halpern, 2011) [16]. Critical thinking is a mode of thinking that allows people to analyze and examine ideas of a topic, and then synthesize this into a process of decision-making (Paul & Elder, 2008). In educational settings, teachers should be critical thinking agents who guide students to become better critical thinkers through teaching strategies (Halpern, 1999) [16]. Critical thinking elicits problem solving, creativity, and decision-making (Pithers & Soden, 2000) [17]. Critical thinking is the focal point missed in many students' educations and the development of critical thinking skills is increasingly connected to the students' educational success in their current and future status.

3. Major Interpretations of Critical Thinking

There are numerous definitions of critical thinking but it has been tried to focus on major of them which are emerging from the philosophical tradition include "the propensity and skill to engage in an activity with reflective skepticism" (McPeck, 1981, p. 8). As far as it is said that learning should not be considered as fixed and absolute idea but can be observed from the lens of hesitation and doubt. Knowledge and active learning happen and improve while the learner considers everything in the world of skepticism, where he tries to explore and reach to conclusion. Good learning happens through reflection, internalization, sharing and actively interacting with the process.

According to this notion critical thinking is "reflective and reasonable thinking that is focused on deciding what to believe or do" (Ennis, 1985, p. 45) [19]. Critical thinking paves the ground for the learner to critically engage in the process of learning and not to believe every mere idea in the class, or is being said by the lecturer in the learning atmosphere.

Critical thinking is a responsible and skillful way of thinking which causes deep realization of issues and based on certain criteria, facilitates self-correction and is sensitive to environment. Critical thinking is outcome based and purposive that aimed at forming a judgment which meets the standards of adequacy and accuracy. In addition, critical thinking is a reflective way of judging things and what to believe and what not to believe in the light of reasoning.

The ability to analyze and creatively adapt to new situations is at the heart of critical thinking. Paul and Elder (2008, 2014b) asserted that critical thinking provides a vehicle for educating the mind. John Dewey would agree, as from his early work, we have increased our sense of the pragmatic basis of human thought (its instrumental nature), and especially its grounding in actual human purposes, goals, and objectives. Dewey (1910) also discussed critical thinking in terms of reflective thinking, which is an uneasiness in accepting the status quo and that critical thinking is both an emotional and intellectual component.

Students must, therefore, be taught to examine, poke, question, and reflect on what they have learned. Scepticism, questioning, and reflection is essential. Dewey also stated that schools should have an intimate relationship with the community it serves. Critical thinking skills do not occur randomly or without effort; it takes structured, deliberate, and repetitive exposure and practice for students to develop insightful thinking. Furthermore, the University of Leeds (n/d) outlines the key steps in thinking critically, these include:

1. Describing – by clearly defining what you are talking about, what specifically was involved, where it took place and under what circumstances.
2. Reflecting – reconsidering a topic by taking into account new information or a new experience, or considering other viewpoints.
3. Analyzing – examining and then explaining how something is, including comparing and contrasting different elements and understanding relationships to your subject/topic.
4. Critiquing – identifying and examining weaknesses in arguments, as well as acknowledging its strengths. It's important to think of critiquing as 'neutral' and not negative.
5. Reasoning – using methods such as cause and effect to demonstrate logical thinking, as well as presenting evidence that either refutes or proves an argument.
6. Evaluating – can include commenting on the degrees of success and failure of something, or the value of something.

The ability to think critically is an essential life skill; current literature reveals that explicit instruction in, and practice of, critical thinking strategies in the higher education can promote student academic performance. Adoption of critical thinking strategies can also prepare students for the rigors of job market, as well as helping them develop the skills necessary to compete economically in a global environment. In general, students who develop critical thinking skills are more able to

- Achieve better marks
- Become less dependent on teachers and textbooks
- Create knowledge
- Evaluate, challenge and change the structures in society

4. Outcome Based Education and its Contribution in Promoting Critical Thinking

OBE is one of the most debatable education systems which draws a cross line between the past and present education systems. In many Oriental and Asian Countries, it has been experiencing a wide range of oppositions for its effective implementation. It is claimed that OBE is yet and now imperial and Euro-centric educational approach which dominates the Eastern Education systems and educationally colonize the oriental education systems. Keeping in mind the mentioned claims and concerns, it is fair to advocate that OBE is the eclectic contemporary education alternative for the world educations systems without consideration of its imperial or colonial roots and attachments. Since the culture and art of change allows opposition and negative stances as the natural reaction to any new process and OBE is no longer an exception, so in terms of effective implementation of OBE we ought to wait in some areas or in occasions in order to pave the way for fruitful development, support, nurture and implementation of OBE.

Olivier (1998:29) believes that traditional learning provides the learner with knowledge or skills, or both, but they are not coupled to a specific context, so the learning takes place in a vacuum and cannot be regarded as outcomes-based learning. It belongs to the input part of the learning process whereas OBE deals with the input- as well as the output processes. To OBE output and the final goal is everything and there shall be observable achievements or results as the consequence of accomplishment of activities. OBE is learner-oriented educational system which can be counted as a democratic process of education that centers the goals and outcomes. Moreover, it also encompasses generic competencies at specific layers of learning outcomes. Thus authentic teaching strategies can be applied in order to bridge the gap between classroom and real world. By bridging real-world and classroom it pave the ground for critical thinking, sustainable learning, creativity and self-discovery.

When talking about traditional approach of education, Spady ideas cannot be ignored in the regard. Spady depicts the traditional approach of education as calendar and timetable controlled, opportunities were limited, content was organized into subjects or courses and had to be covered in a specific time limitations before receiving credits. Lessons are content-oriented and input is the main focus of the teaching and learning process. Learners' work was self-contained which means that the learners did not work collaboratively or co-operatively. There is no enough space for students to meaningfully interact with each other or improve the sense of positive interdependence or cooperation. Furthermore, the traditional approach was contest-driven where results were compared with those of others and learners were in constant competition with each other. In tradition approach of education there was competition but the nature was unsound (excessive competition) meaning there were negative opportunists in essence in terms of students working in groups. (1994:32-35)

OBE despite of being a flexible approach revolves on goal and empowerment in the course of learning. It offers skills, competence, orientations which are highly required for the success of learners. So it is a meaningful platform for a competent and responsible future citizen. OBE is a flexible, empowerment-oriented approach to learning. It aims at equipping learners with the knowledge, competence and orientations needed for success after they leave school. Hence its guiding vision is that of a compete9nt future citizen.

OBE is an approach which strongly focuses on promoting learners' critical thinking and reflective skills. OBE provides a series of opportunities to keep students interactive and responsive to the learning process and classroom. It is OBE that offers a bunch of student-centered activities and techniques in order to make learning context versatile platform for various active, cooperative and team based learning where critical thinking can be fully practiced. OBE gives more space to learners to practice critical thinking during the lesson and transfer critical thinking skills to the everyday life. OBE has the potential to produce students with high rate of critical thinking quality.

5. Procedures of Critical Thinking

Critical Thinking is the product of certain processes and

procedures so the learners and lecturers as well need to pass some extents and practice some of the following procedures in order to be critical thinker. Initially, learners need to identify key definitions, facts and opinions to be critical thinker. In addition the following procedures can be seen as the ways to practice critical thinking which are:

- Identifying ambiguity
- Identifying variables
- Formulating questions
- Defining issue or problem
- Analyzing an issue or theme
- Determining credibility
- Identifying assumptions
- Identifying values
- Noting missing evidence
- Identifying relationships
- Comparing and contrasting
- Cause and effect
- Summarizing information
- Using analogies
- Predicting trends from data
- Predicting outcomes based upon evidence
- Translating between verbal and symbolic
- Identifying conclusions
- Identifying errors in reasoning such:
- Logical fallacies
- Errors in statistical reasoning
- Alternative conclusions that satisfy evidence

6. Common problems students have during and after graduation

- Team working skills
- Critical reasoning
- Problem solving
- Creative thinking
- Critical reading
- Independent learning
- Presentation skills

The aforesaid items are some of the major challenges that students face during and after their university life. In many cases, students fail to work properly in team in the classroom or they lack the ability to solve even very minor problems, so OBE has the potential solutions for overcoming the so-far problems and it is critical thinking that meet the due problems.

7. Strategies and Techniques of Developing Critical Thinking

How can I teach critical thinking? Is it hard to teach? Will it impact the ability to teach content? These are the questions teachers might ask when considering to incorporate critical thinking in teaching (Willingham, 2008) [2]. Teaching and learning critical thinking is not an easy task (Khojasteh & Smith, 2010) [23]. To enable students to think critically, teachers must be critical thinkers themselves (Kincheloe, 2004) [24]. Yet, teachers may presume their job is only to provide students with content information, without understanding the importance of facilitating experiences for students to develop and improve their thinking (Jensen, 2004). By preparing positive classroom climates that include inquiry and problem solving processes, students may be motivated to maximize their learning and experience to enhance their critical and reflective abilities (Timpson & Burgoyne, 2002) [25].

Some argue that critical thinking is a natural thinking process. On the other hand, critical thinking cannot be improved without practice (Moore & Parker, 1995). In other words, critical thinking should be practiced daily, for instance, in reading and writing. A lot of questions are needed to explore the meaning and value of learning that is suitable to an individual's culture, values, and beliefs. Perhaps, if one wants to integrate new information with existing knowledge, one might ignore, consider, question, criticize, defend, challenge, or use humor to better understand the issue (Moore & Parker, 1995).

Direct teaching, or the lecture method, is a common practice in classrooms. Direct teaching provides an abundance of knowledge, which can be delivered within a course schedule. Students listen, take notes, and concentrate on the content. Students claim to like this method because it is an "explicit, direct, and highly scaffolded manner" of learning, which make them successful learners (Kuhn, 2007. p. 109). According to Rittle-Johnson (2006), direct teaching can improve students' behavior in the classroom.

However, the big question is: do students learn effectively? Can teachers identify students' achievement if they do not pose questions to their students? With the lecture method, students may be distracted while being given large amounts of information (Wurdinger & Rudolph, 2009). Direct teaching also may not be the best fit for all students (Warner & Myers, 2011). Meanwhile, a variety of teaching strategies that involve students' reflections and applications can contribute to work force performance (Mohr, 2007). Teachers can design and develop new teaching strategies and lessons that encourage multiple perspectives and the deeper understanding of content (Willingham, 2008) [2].

Various teaching strategies can help promote critical thinking. Appropriate strategies to enhance critical thinking may relate school subjects and topics to practical situations the students deal with on a daily basis so that they can associate what they learn with what they experience (Ten Dam & Volman, 2004). Through teaching strategies, students should be encouraged to understand, discover, analyze, and synthesize issues or challenges (Krathwohl, 2002). Teachers need to master the subject matter as well as organize and construct their instructional practice (Grant, 1988). There are numerous alternative teaching strategies that promote students' critical thinking such as active learning, cooperative learning, debate, team based learning, role-play, problem-based learning, questioning, collaborative learning and writing.

7.1 Active Learning

Active learning is a student-centered approach. Bonwell and Eison (as cited in Keyser, 2000) pointed out that "active learning can be defined as anything that involves students in doing things and thinking about what they are doing" (p. 36). When using this approach, teachers facilitate activities that permit students to be responsible for their own actions and thinking during the learning process (Niemi, 2002). Students may not understand what they learn unless they experience it themselves, and active learning offers these opportunities (Duron *et al*., 2006). However, Neimi (2002) doubts the goalsof active learning can be easily achieved when students steer their own learning process. Further,

students need to have self-discipline to accomplish their learning goals based on time given by the teachers (Dewing, 2010). Thus, teachers ought to know how to select and facilitate proper teaching strategies to help learners to acquire knowledge and due skills. Thorough the implementation of active learning, learners will be more autonomous and self-directed in getting new knowledge and skills and will learn independently if they understand how to use the due approach appropriately.

7.2 Cooperative learning

Cooperative learning is a strategy that allows a small group of students to share thoughts, ideas, skills, and experiences to improve their learning process. It encourages students to be active participants in exploring what they are learning by asking questions and giving opinions, rather than taking notes and memorizing theories and facts (Hyslop Margison & Armstrong, 2004). There is an argument that says cooperative learning is a form of active learning because it is a student-centered approach. However, Keyser (2000) claimed cooperative learning can encourage active engagement "but active learning is not cooperative" (p. 36). In cooperative learning teachers job is to reward students' individual accomplishments in the task and not merely to the entire learning group. In addition, in cooperative learning process teachers need to monitor and promote learners' personal development.

7.3 Debate

Debate is also affirmed as an effective strategy to enhance students' critical thinking because it involves arguments and research (Greenstreet, 1993). In debate, students actively absorb information, evaluate their work, value others' points of view, and express their thoughts and opinions to their peers using credentialed sources (Kennedy, 2007). Moreover, debate provides the opportunity for improving oral communications skills of the learners and they must hone the required potential to explore evidence and support their arguments. Debate must be embedded in curricula because it provides ground for enhancing students' self-confidence and they become critical thinkers.

7.4 Role-Play

Role-play develops critical thinking because "students work together to resolve a potentially real situation" (Ertmer *et al*., 2010, p. 73). From role-play activities, students tend to accept other's views (Kienzler & Smith, 2003). Students may choose a role or be assigned a role (Devet, 2000).

By playing a different role from their selves, students must change their reflections and contextual perspectives to consider those of another, of which they rarely experience (Ertmer *et al*., 2010). Students will recognize their learning potentials when verbalizing their insights using role-play (Kienzler & Smith, 2003). This simulation-based scenario activity promotes team participation and accepting others' ideas and opinions in order to solve real problems. Role-play fosters students' active engagement in questioning and summarizing. Ultimately, role-play can broaden learners' knowledge and improve their soft skills and attitudes.

7.5 PBL or Problem Based Learning

Problem-based learning (PBL) is one of the key student-centered learning approaches which has mainly been used in medical sciences. Meanwhile, it is a technique that offers real life situations where students taking their individual responsibility for their learning and future grades. Student-centered learning motivates students to think deeply, and teachers can facilitate these challenges (Azer, 2009). Barrows (1996) professed PBL can improve students' critical thinking and problem solving skills by creating a problem for students to explore solutions in small groups using teacher-facilitated learning. Hung (2009) stated that PBL is initiated when a problem is identified and students learn to be good investigators because PBL provides essential steps to solving problems. So, hand-on learning activities are major areas of PBL and it can be effectively implemented if students primarily know who to apply metacognitive and reasoning strategies in the process of learning teaching. Altogether, effective implementation of PBL is feasible in various environment and curriculum since it is a stand-alone process.

7.6 Questioning

People usually make questions when they are not certain about things. One way to promote critical thinking in classroom and outside in the real world is encouraging students to make questions and use from their questioning potential. So the quality of questions determine the capacity of learners to evaluate their learning process.

To make questioning part of the culture of the teaching and learning process, teachers should start with asking students questions (Myrick & Yonge, 2002). Socratic questioning is an example of a critical thinking strategy that helps people to voice their inquiry (Innabi & El Sheikh, 2007). Questioning strategies encourage students to be active in classroom activities and to deepen their understanding (Weast, 1996).

This strategy meets the criteria of what critical thinking should be in practice. Critical thinking involves inquiry processes and questioning characterizes critical thinking teaching strategies (Christenbury & Kelly, 1983). The power of questioning provides the chance of filling the gaps in the learning process.

7.7 Writing

Strong critical thinking and writing skills are a good combination to enhance students' ability to think critically (Green & Klug, 1990). Students who are critically literate and simultaneously able to express their thoughts in writing have the advantage of improving their reasoning skills (Hillocks, 2010). Through writing, critical thinking is expected to evolve empirical arguments and logical reasoning. An understanding of the components of critical thinking is important for demonstration of critical thinking through writing. Teachers should give proper ground rules and a rubric that guides critical thinking in writing (Green & Klug, 1990). Writing is suitable to be used across disciplines. Students' self-regulation and self-efficacy will also improve through writing (Hammann, 2005). Consequently, writing enhances learning by incorporating writing-to learn (WTL) such as journal entries and reading responses, formal assignments (Gunnink & Bernhardt, 2002), persuasive writing (Hillocks, 2010), essay exams, and reports (Hammann, 2005).

Teachers may be concerned with the effort and time needed to assess critical thinking among a large number of student papers (Green & Klug, 1990). In cases, when students do not believe that writing helps them to understand concepts,

they getting resistance to the use of writing skills. Teachers must actively update the topics of the writing assignments to correspond with changes in career fields. Teachers play a role in supporting students' learning through writing by providing specific instructions, rubrics, questions, and explanations (Hillocks, 2010). Eventually, writing gives numerous opportunities for students to become critical thinkers.

In addition to the so-called alternative strategies, the following can also be considered as some of the supplementary tips to develop critical thinking skills:

- Increase student talk time, decrease teacher's
- Aim for 80% class time with leaners speaking/engaging
- Use leaners' personal experiences
- Do not depend solely on teachers' knowledge or course book content as starting points
- Avoids offering 'how to do it' approach
- Focus on student centered approach not teacher centered approach (What did I teach today? Vs what did my students learn today?
- Encourage learners to question and challenge existing beliefs, structures, and practices
- Appreciate students creative thinking
- Let students to think outside the box
- Encourage students to be sensitive to the feelings of others, to work cooperatively and to share responsibilities.
- Provide opportunities for inquiry by giving time for planning, processing, and debriefing
- Encourage the transfer of critical thinking skills outside the classroom
- Giving opportunities to work in teams.
- Giving sometime for the learners to work independently and present the outcomes with the class fellow.

8. Discussion

Since OBE is an education approach but critical thinking is a component of critical skills so OBE mainly invite students and leaners to be critical thinker and use from their thought propensity to improve their level of understanding and maturity. OBE offers clear and vivid approaches and methods to think critically and be creative. So OBE gives the opportunities to lecturers and students to work together and practice critical thinking. OBE presents a package of Critical Thinking Practices and Activities such as active learning activities, cooperative learning activities (formal, informal, group based activities), PBL in Science, scaffolding in Engineering and many more teaching learning activities are indeed the efforts and tools that OBE prevail the ground for active and critical engagement of students in the teaching learning process.

Many of our students here in Parwan University are constantly acknowledging that they fail to think critically and they complain that they are not given enough and appropriate chances to interacting in the classrooms. To keep in mind Parwan University students complains this study crucially emphasizes on providing multiple opportunities for students to promote critical thinking in the classrooms as well as in the real world.

Late 20 century and 21st century questioned the very view that "teacher pours knowledge into passive learner who is seen as an empty vessel". In twenty first century it is believed that teaching is no longer the process of transmitting knowledge but it paves the ground that the learning will take place. It is found that there is strong tendency for learner centered teaching in which learner brings a mind full of prior knowledge and experience and should be an active participant in their learning process. Teachers are no longer sage on the stage but they are facilitators and guide on the side of the students so they should facilitate the environment in which students can reflect on learning issues and social life. Nowadays, there are multi sources of knowledge that students can get knowledge but only critical thinking help to reproduce or even produce knowledge. For instance text books, library, peers, online resources, current events, life experience, other class materials are all opportunities students acquire knowledge but critical thinking skills should be promoted and led by human and it is feasible through human interaction.

Critical thinking is central to any kind of studies, literature, language, theatre and to any kind of education. In critical thinking, learners required to produce knowledge rather than memorizing facts. Creativity is another central element in critical thinking where creative leaners tend to create original ideas. In classrooms that enhance critical thinking, teacher job is to prepare real life situation in which students can induce, deduce, compare and contrast, determine opinion and fact, support ideas and practice problem solving techniques.

9. Conclusion

Thinking can be stimulated in many directions; either in positive or negative ways. Individuals need abilities of effective reasoning, analyzing, problem solving, and decision making in life and industry. Critical thinking has these elements. Within higher education, critical thinking is understood to be the most important skill for improved learning. Critical thinking is also needed for a variety of educational settings.

Throughout the study it is strived to offer approaches, activities and mechanisms to engage students with critical thinking and problem solving skills. Educational experts agree that critical thinking needs to be fostered, and scholars agree that it can be taught. However, thinking and learning to think critically are equally difficult. First, teachers must themselves be good critical thinkers. To better understand the concept of critical thinking, Bloom's taxonomy and metacognition are recommended topics to be explored. Teaching strategies such as: active learning, cooperative learning, debates, role-play, problem-based learning, questioning, and writing are recommended as ways to encourage students to become independent learners and problem solvers.

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