

VARIOUS THEORIES OF CRITICAL THINKING IN DIFFERENT PERIODS

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Abstract: this article deals with theories on critical thinking in different eras. Originating of critical thinking is based on these theories that can be fundamental part of this notion. Besides, there is a focus why critical thinking matters in that period as well. Great many researchers have studied this notion continuously with a purpose. Research on these theories have been precisely conferred below.

Key words: critical thinking, theory, philosophical, Delphi Report, psychological, intelligence, research.

INTRODUCTION

Critical thinking theories focus on cognitive skills and dispositions required for problem-solving. Scholars consider the cognitive skills required for critical thinking, including analyzing, reasoning, and evaluating, as well as the motivation to utilize those skills. Sternberg recognized three categories of critical thinking theories: philosophical, psychological, and educational. Lewis and Smith categorize higher order thinking into philosophical and psychological types, but do not include educational theories. Educational theorists typically propose theories of education that include critical thinking, rather than explicit theories of critical thinking.

MAIN PART

Philosophical Theories of Critical Thinking

Critical thinking theories originated with Plato, Aristotle, and Socrates, who explored the concept of thinking, questioning, and understanding. These models generally focus on idealistic norms and thought traits, such as defining "good" critical thinking. Competence is valued more highly than actions and performance. Lai refers to this school of thinking as "hypothetical critical thinker" ideas, which focus on how people should think critically in ideal settings. Ennis, Paul, and Facione's work has had a significant impact on the study of critical thinking.

Ennis defined critical thinking as "correct assessing of statements". Hitchcock's use of "assessing" instead of "assessment" emphasizes the importance of the critical thinking process rather than the outcome. The author offered three dimensions of critical thinking: logical, criterial, and pragmatic. The Cornell Critical Thinking Tests were developed from early exploration of these three qualities in the context of evaluation, rather than inquiry. Ennis later defined critical thinking as "reflective and reasonable thinking that is focused on deciding what to believe or do". His new theory of critical thinking emphasizes the interaction between dispositions and abilities. R. H. Ennis identified dispositions such as open-mindedness, attention, and reasoning. R. H. Ennis proposed that talents are the result of the interaction of four broad categories: clarity-related abilities, inference-related abilities, abilities connected to developing a good basis for inference, and problem solving. The model depicts an upwards, linear interaction between dispositions and abilities, starting with "interaction with other people", progressing to inference and basis, influenced by clarity and critical thinking dispositions, and ending with "decision about belief or action".

Ennis' conceptual model emphasizes talents, including dispositions, and concludes with a decision rather than taking action outside of mental processes. Paul, like Ennis, saw critical thinking as a combination of abilities and dispositions. However, Paul's goal was to assess the beliefs, assumptions, and worldviews that shape thought. According to Paul, critical thinking is the systematic process of improving one's own thinking. According to Paul and Elder, critical

thinking involves parts of thought inspired by intellectual virtues and evaluated against universal norms. The components of thought are purpose, question, assumptions, point of view, information, concepts, conclusions, and implications. Paul's intellectual qualities intersect with Ennis's inclinations, and his universal intellectual standards align with Ennis' critical thinking skills. Much of Paul's work was deliberately targeted. Towards the field of education and utilized to encourage pupils to critically analyze a diversity of points of view as a foundation for learning. Critics argue that Paul's emphasis on self-monitored critical thinking might lead to incorrect thinking without a clear understanding of what constitutes "good" thinking.

Paul's work has been attacked for being excessively ambiguous. However, it's possible that he purposefully left it unclear to allow for broader use in teaching. According to P. Facione's approach, critical thinking combines abilities and dispositions. His research focuses on the need for both critical thinking skills and internal motivation to practice them effectively. In the discipline of critical thinking, he is best known for managing the drafting of the Delphi Report in 1990. This statement was agreed upon by 46 experts from various fields.

The Delphi Report put forth a list of critical thinking skills (interpretation, analysis, evaluation, inference, explanation, and self-regulation) and a list of critical thinking dispositions that all the participating experts agreed to. The Delphi Report defines critical thinking as:

"We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which judgment is based... The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information reasonable in the selection of criteria, focused on inquiry, and persistent in seeking results which are precise as the subject and the circumstances of inquiry permit" [Facione, 1990, p.3]

The impact of the Delphi Report was monumental. A common consensus regarding what constitutes "critical thinking" allowed scholars to use a mutual understanding and definition to theorize, instruct, and assess critical thinking abilities in a way that other fields, such as creativity research, have not been able to do so. Based on the results of the Delphi Report, Facione, P. and Facione, N. produced two measures of critical thinking: The California Critical Thinking Skills Test and the California Critical Thinking Dispositions Instrumentation. Both assessments are suited for use with undergraduates and above.

Psychological Theories of Critical Thinking

Psychological theories of critical thinking focus on the actions of critical thinkers. Psychological theorists focus on what critical thinking entails rather than the ideal way of thinking. Research on cognition and cognitive development examines how people think in real-world settings and situations. Sternberg and Halpern, two psychological theorists, have made significant contributions to critical thinking research. Sternberg defines critical thinking as "the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts". He identifies three types of critical thinking skills: metacomponents (planning, monitoring, and evaluating thoughts and actions), performance components (carrying out actions), and knowledge-acquisition components (learning concepts or procedures). Sternberg proposes that critical thinking is an integral part of intelligence, rather than a separate concept. His Diarchic Theory of Successful Intelligence proposes that successful intelligence is a combination of practical, analytical, and creative abilities. Of these three components, analytical intelligence is the ability to think critically in order to evaluate information and solve problems. Analytical intelligence involves analyzing and comparing information in order to form judgments in conjunction with practical and creative intelligence.

Halpern defines critical thinking as "the habitual use of cognitive skills that increase the probability of a desirable outcome". She argues that thinking critically means using a set of skills

in a purposeful and rational way to evaluate the outcomes of thought processes and to evaluate the thought processes themselves. General thinking skills that Halpern identifies include solving problems, formulating inferences, calculating likelihoods, and making decisions. Like Sternberg, Halpern often considers critical thinking in conjunction with intelligence. However, unlike Sternberg who views critical thinking as a part of intelligence, Halpern has argued that critical thinking can be used as a comprehensive model of intelligence.

The Critical Thinking Model of Intelligence proposed by Halpern and Dunn is based on the foundational concept that intelligence is demonstrated when an individual deeply understands information and appropriately applies critical thinking skills in novel situations. Much of Halpern's work in understanding critical thinking focuses on the ability of individuals to critically think through a situation and demonstrate the evidence of that thinking through the resulting action. Like Ennis, Paul, and Facione, Halpern recognizes that critical thinking is comprised of both critical thinking skills and dispositions.

CONCLUSION

The cognitive capacities linked to critical thinking are known as critical thinking skills. They include both knowing which critical thinking techniques to apply and how to apply them most effectively in any given circumstance. Although studies' lists of critical thinking skills differ slightly, it is "unanimously accepted" that critical thinking skills are cognitive abilities. Facione distinguished six fundamental critical thinking abilities based on the Delphi Report: interpretation, analysis, evaluation, inference, explanation, and self-regulation. The capacity to comprehend, elucidate, and communicate meaning is known as interpretation. The capacity to investigate concepts, recognize arguments, and establish connections is known as analysis. Evaluation is the capacity to judge quality and reliability. The capacity to draw logical inferences from data and speculation is known as inference. Self-regulation is the capacity to keep an eye on and adjust one's cognitive capacities, whereas explanation is the capacity to articulate one's reasoning in a clear and concise manner. Effective critical thinking is achieved by combining these six fundamental abilities.

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