



**ACADEMICIA**  
**An International**  
**Multidisciplinary**  
**Research Journal**  
**(Double Blind Refereed & Peer Reviewed Journal)**



**DOI: 10.5958/2249-7137.2021.02297.7**

## **COGNITIVE COMPETENCE AS A SCAFFOLD TO BE BOOSTING CRITICAL THINKING**

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### **ABSTRACT**

*This paper sheds light on critical thinking and creative thinking as two of the core elements of the cognitive competence, and also it looks back to some reviews about these two core features of cognitive competence, highlighting important points on it. Because we know that cognitive competence is not a self-regulated but is a learned process either naturally or unnaturally, still with some facing challenges in enhancing this quality. Hence, cognitive competence could be hailed as an important quality for nurturing critical thinking abilities and skills in children.*

**KEYWORDS:** *Cognitive Competence, Critical Thinking, Self-Discipline, Self-Development, Techniques For Applying Critical Thinking, Effective Communication*

### **INTRODUCTION**

As we are fully aware of different thinking that could be made up cognitive thinking, and also might as well greatly assist in improving critical thinking, divided into various types of thinking such as creative thinking, analytical thinking, critical thinking, concrete thinking, abstract thinking, divergent thinking and convergent thinking. So, according to Stefan Mitrovich, he had already pointed out that creative thinking an ability to conceive new and innovative ideas by breaking from established thoughts, theories, rules, and procedures. People who use this thinking often hear that they think outside the box. [1]. However, we are discussing interrelations between creative and critical thinking, hence we will be much more elaborating on these types of thinking. Besides, he also noted that critical thinking is not just a breaking down the actual received information, but evaluating and giving a fair judgment on some complicated cases with pitting some wits on it to find a solution to the problematic case. A way of observing problems or situations from a fresh perspective that means unorthodox solutions (which may look unsettling at first). Creative thinking is often stimulated both by an unstructured process like brainstorming,

and by a structured process like heuristic program. Moreover, it can be mean observing something during a new way. It's the very definition of "thinking outside the box." [2]

## **MATERIALS AND METHODS**

Motivating and engaging students is the goal of most teachers—priming them to receive instruction, or otherwise align themselves to a pre-set process you've sketched out that you hope will yield a learning goal you selected beforehand.

In this process we are looking at the technique that is so called Brain Shifter to help to increase the capacity of level of critical thinking in children as they are at a turning point that could be guided towards easily at their early ages. And the following stages how to set up Brain Shifter method:

### **Purpose:**

Create new ideas that you never thought about before. Bonus: Laugh and have fun in your group while you learn more about yourself and the group.

### **Instructions:**

- 1) Start by putting up a large paper on a wall (at least A1 size)
- 2) Get in to character by changing your mindset and try to think like another person. For example, imagine that you are a child, a lawyer, a salsa dancer or why not a superhero? The ambitious ones can also dress up as their chosen character to give extra effect to their brainstorm.
- 3) Start by drawing your thoughts on the paper. Let's say you have chosen to be a dancer, then you could for example dance salsa while you draw your ideas on the idea-mind map. Be sure to take turns in the group.
- 4). When the time runs out you should kill your darlings and select the best idea by using Idea voting.

### **Do:**

- Think and play around as much as you can.
- Use a lot of colors when you draw the mind map.
- Always build on the ideas of others in order to make this a crazy idea-mind map

### **Don't:**

- Forget to challenge your comfort zone by choosing new characters.

### **Timeframe**

Total time for the brainstorm will be 1 hour. A 45 minutes' session with a 10 min break, 15 minutes to kill your darlings.

During the break you need to do 5 handstand pushups times 3. Take a glass of water and start again. The purpose with this energizer is to get blood to your brain as well as helping you stay in shape.

**Facilitator's role**

Take time on actual brainstorm and to signal when it's time for a break. The Facilitator should also bring props for the people in your group to fully get into their characters.

**Reflection questions**

- How was it?
- Did you feel that this was valuable for your work? In what way? [3]

The machine project to create a unite atmosphere and joyful collaboration inside the classroom, as well as facilitating the needs to overcome extreme shyness in either in public or on board.

THE MACHINE PROJECT:

**Quick introduction**

The Machine is an exercise to get the creativity flowing.

**Purpose**

A short break in work creates energy.

**Instructions**

One person starts making a sound and a movement, such as a “woop”-sound, flapping one arm.

The next person connects to the first part in our machine, also making a sound and a movement.

You keep repeating the sound/movement until everyone in the group is connected, making it a giant moving noisy machine! Works best with big groups.

**RESULTS AND DISCUSSIONS**

So, it is a lucid that critical thinking is the analysis of facts to form a judgment. The subject is complex; several different definitions exist, which generally include the rational, skeptical, and unbiased analysis or evaluation of factual evidence. Critical thinking is self-directed, self-disciplined self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities as well as a commitment to overcome native egocentrism and socio centricism [4]. Someone with critical thinking skills can:

Understand the links between ideas, determine the importance and relevance of arguments and ideas, recognize build and appraise arguments, identify inconsistencies and errors in reasoning, approach problems in a consistent and systematic way, reflect on the justification of their own assumptions, beliefs and values. One of the most important aspects of critical thinking is to decide what you are aiming to achieve and then make a decision based on a range of possibilities.

Once you have clarified that aim for yourself you should use it as the starting point in all future situations requiring thought and, possibly, further decision making. Where needed, make your workmates, family or those around you aware of your intention to pursue this goal. You must then discipline yourself to keep on track until changing circumstances mean you have to revisit the start of the decision making process.

However, there are things that get in the way of simple decision making. We all carry with us a range of likes and dislikes, learnt behavior and personal preferences developed throughout our lives; they are the hallmarks of being human. A major contribution to ensuring we think critically is to be aware of these personal characteristics, preferences and biases and make allowance for them when considering possible next steps, whether they are at the pre-action consideration stage or as part of a rethink caused by unexpected or unforeseen impediments to continued progress. The more clearly we are aware of ourselves, our strengths and weaknesses, the more likely our critical thinking will be productive.[5].It might be thought that we are overextending our demands on critical thinking in expecting that it can help to construct focused meaning rather than examining the information given and the knowledge we have acquired to see if we can, if necessary, construct a meaning that will be acceptable and useful.

After all, almost no information we have available to us, either externally or internally, carries any guarantee of its life or appropriateness. Neat step-by-step instructions may provide some sort of trellis on which our basic understanding of critical thinking can blossom but it doesn't and cannot provide any assurance of certainty, utility or longevity.

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