

CHILDREN MUST BE TAUGHT

HOW TO THINK, NOT WHAT

TO THINK

OUTLINE

1. Introduction

Thesis Statement: Children are the future of the world - a place that is full of complex problems. In order to solve the roller coaster phenomenon of problems, children must be taught how to think rather than what to think. Hence, by making effective measures children could make ~~critical~~ ^{critical} thinkings.

2. Philosophical perspective of the statement (Margaret Mead)

3. Why children must be taught how to think rather than what to think.

a) Facts will disappear from brain, however, thinking helps toward growth.

b) Programmed children could never perform like critical thinkers.)

c) Going to school is almost the

antithesis of learning to think critically

d) Involvement of child in systems that does not value creativity is biggest training (Weak Education System)

e) Absence of teaching of learn, forget and relearn in education system makes child inefficient.

f) Overfilling of "what" instead of "how" and "why" in child's mind makes child robot.

g) Passive role of children suppress them from questioning (superstitious belief not to ask questions).

4. ~~Aspects~~ Aspects of teachings of critical thinking

a) Children being a next generation will improve the quality of life of humans (Scientists, doctors, engineers)

b) Freedom of thought in child's mind lead to new inventions

c) Asking question creates new dimensions of the matter

d) Open-mindedness of child gives child freedom of thought and speech.

e) Technical exercises ~~but~~ enhance critical thinking of child's mind

f) Soft skills make child a better human being.

5. Way forward to teach how to think

- a) Promoting technical exercises from very beginning of child life
- b) Encourage children for independent thinking from parents and educators
- c) Shift from Socratic practices (Michael Shrag) to Socratic practices
- d) Treating children not as robots. (do not program them)

6. Conclusion.