

Title: Children must be taught
how to think, not what to think

Outline

1. Introduction.

Thesis statement: The current generation is biased to convergent thinking rather than divergent thinking. The approach of teaching a child what he or she should think, rather than how he or she should think is the main reason behind it. Firm steps in upbringing of the children can change this perspective.

2. Children should know how to think not what to think

3. Teaching "how to think" develops critical thinking, which makes the nation to progress.

(a) In governments, such generation will form policies which are future oriented.

(b) They will lead the nation with a manifesto which will be beneficial for the coming generations.

(c) Such generation will revolutionize the economy by analyzing different facets.

(d) They will be aware of their rights.

(e) They will be having the understanding of what is better for

Society.

(f) Their critical thinking approach will develop open the doors of innovation

(g) They will create a society which is competent in research and development.

4. How children should be taught how to think

(a) The government should promote critical thinking-based education.

(b) Politicians should make education their top priority.

(c) Maximum funds should be provided for reconstructing the education system.

(d) Government should make problem-solving skill as integral part of education. **Phrase it properly**

(e) Parents should encourage questioning of children.

(f) Society should promote open communication.

(g) Children should be taught how to critically evaluate information from different sources of digital media.

5. How children are taught when to think

(a) Traditional education narrows their thinking ability.

(b) Cultural norms halt their growth of
critical thinking

(c) Fear of making mistakes stifles
creativity.

6- Conclusion

Not necessary
information

In a world marked by diverse perspectives, rapid technological advancements, and a constant influx of information, the question of how children should be educated has garnered considerable attention. It is a widely accepted belief that education serves as a cornerstone for societal progress. However, the manner in which children are educated, specifically the difference between teaching them "what to think" and "how to think", is debatable. Although, the approach of teaching "how to think" is of primary importance. Because this approach creates the quality of critical thinking among the generation, which makes the nation to progress. It makes government efficient, politics proactive, economy nourishing, society aware, and nation competent. In order to achieve this, there are certain duties which are to be fulfilled. The government should integrate critical thinking and problem-solving to the education system, enough funds should be provided to the institutions, society should encourage questioning, and children should be taught to extract useful information from digital media through critical analysis. However, our society's traditional education approach, cultural norms, and fear of making mistakes hinders the development of critical thinking in children. Thus, the current

generation is biased towards convergent thinking rather than divergent thinking. The approach of teaching a child what he or she should think, rather than how he or she should think is the main reason behind it. Firm steps in upbringing the children can change this perspective.

The quality of knowing "how to think" demolishes the barriers which surround a person's thinking. It avoids the ideas to come from a narrow channel of the mind. To develop this quality, there are some duties to be fulfilled by parents, society, and government. Primarily, an environment open to communication should be provided, as it provides the grounds for the development of this quality. This step develops the art of critical thinking, which helps the child to analyze different facets of a situation. And this quality makes the nation to progress.

In governments, the critical thinking-driven generation will form policies which are future oriented. Because their quality of critically analyzing different facets of a situation will make them understand that only future oriented policies will result progress. Critical thinkers excel at identifying problems, both current and potential future issues. By analyzing the root causes of problems, individuals can anticipate and

mitigate challenges before they become more significant. Moreover, critical thinkers are open to new information and perspectives. This adaptability allows individuals to learn from experiences, which is crucial for future success. Thus, generation which is constructed on the basis of "how to think", can make the government efficient.

Children knowing how to think become great leaders. Because they know which things are to be considered, ^{and} which will be beneficial for the coming generations. The quality of how to think allows them to ^{become} adaptable. Knowing how to think fosters adaptability by promoting a flexible mindset, allowing leaders to adjust strategies and approaches based on evolving circumstances. This allows the leader to structure a manifesto that will be beneficial to the society and also coming generations.

Such generation will revolutionize the economy by analyzing different facets related to it. It is because their barrier-free minds will allow them to critically analyze the factors which affect the economy. Critical thinking, developed as a result of knowing how to think, ~~to~~ make policymakers to design economic policies that are well-reasoned, evidence-based, ^{and} geared towards sustainable development. Moreover, such policymakers can analyze global trends,

assess the impact on global national economy, and make strategic adjustments to ensure competitiveness. Hence, generation understanding how to think can revolutionize the country's economy through critical thinking.

The generation taught how to think will be aware of their rights. Because they will not be having ignorant and immature state of minds. The quality of being able to how to think makes a person analyze why something is right or wrong. It makes one to understand what rights should an individual must have. In a nutshell, an aware citizenry is formed. Thus, a generation aware of their rights gets developed through knowing how to think.

Such children will be having the understanding of what is better for their society. The teaching of how to think opens the minds of the generation, which makes them able to analyze different societal circumstances. Such developed society identifies the root causes, analyzes complex issues, and develops innovative solutions to societal challenges, leading to improvements in various areas such as education, healthcare, and governance. Thus, teaching the generation how to think can make the society prosperous.

The children's developed critical thinking approach due to teaching how to think will open the doors of innovation. As innovation requires boundaryless minds, which are only developed through knowing how to think. Innovation requires thinking outside of the box, and developing creative solutions. Teaching children how to think critically and creatively allows them to generate unique ideas, see connections between seemingly unrelated concepts, and think outside of the box. Moreover, children become equipped to adapt to changing circumstances and are more open to new ideas. Thus, teaching children how to think fosters innovation.

In addition to this, critically-and-creatively-thinking children will create a society which is competent in research and development. Because minds free of boundaries are developed creative and critical thinking, developed through teaching how to think, nurtures curiosity and a natural inclination to question. Children with creative minds are more likely to explore, inquire, and engage in the pursuit of knowledge, creating a fertile ground for R&D initiatives. Thus, critical and creative thinking creates a society which is competent in research and development.

In order to teach the children how to think, certain duties are to be fulfilled by the government, society, and parents. In regards to government, it should promote critical thinking based education. Because analyzing things critically is the cornerstone for teaching children how to think. Education, which centred around teaching the children how to think critically and creatively, removes the barriers surrounding their thinking. It avoids the ideas to come through a narrow channel of the mind. Thriving democracies have succeeded because their education system has developed individuals who can think critically and help solve national challenges across all fields (Critical thinking and our education system, Waqar Hassan, September 2023). Thus, critical-thinking based education should be promoted.

In terms of politicians, they should make education their top priority of their manifesto. Because politicians are the driving force behind policymaking and they have the capability to give right direction to the government who is steering the state affairs. Education is the primary source which provides the environment for teaching the children how to think. And the framework, along which the education system works, is determined by the politicians. Politicians are able to restructure the education

system. The political elites have the power to consider the root issues, such as financial conditions, child labour rates, child dropout rates and adequate infrastructure (Education revolution or political gimmick, 4gra Hasnate, August 2023). Thus, the politicians should strive for creating how-to-think-based educational system.

Country's current educational system should be reconstructed and for that purpose, suitable funds should be provided. It is due to the fact that the current educational system of the country teaches what to think not ^{how} what to think. The present educational framework is producing minds which are closed, minds which are surrounded by barriers. In order to change this framework, proper and suitable funds, with proactive approach, by the government ^{is} are required. Therefore, government should provide funds for redefining the current education system.

Moreover, the government should make problem solving skill as integral part of education. As problem solving skill makes a child capable to critically analyze different facets of a situation. Educating children how to examine and interpret something is a step towards teaching them how to think. Examining and interpreting something develops problem-solving skill in children. This

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skill makes them critical thinker, creative and innovator, decision-makers, and independent. Thus, problem-solving skill should be made integral part of education system.

In teaching children how to think, the duty of parents is to encourage their questions. Because questions make them able to critically analyze a situation. Questions are asked out of curiosity. Curiosity of what, why and how something is related. Questions allow a child to go to the depth of the cause. These make the mind of a child free from boundaries; avoids the imagination to come only through the narrow channel of the mind. Children pose more than 100 questions every hour, two third of them elicit information (The importance of encouraging curiosity in children, Ian Leslie, June 2014). Thus, parents should encourage the questions of their children.

In terms of society, it should promote open communication. Because open communication allows the generation to easily ask about and understand different characteristics of the society. In Pakistani society, societal norms prevent the children from questioning and consider it a taboo when young ones ask something from their elders. Such environment prevents the growth of understanding things through questioning and impedes the

teaching of how to think. Thus, society promoting open communication, results enhanced understanding, innovation and, creativity.

Digital information can also teach how to think. Children should be taught how to critically evaluate information from different sources of digitized media. Because huge influx of information from different digital sources contains contents which are good and bad. Evaluating information from different sources encourages critical thinking. Children learn to question the credibility, bias, and reliability of information, promoting a more discerning and analytic mindset. Therefore, children should be taught how to critically evaluate information.

But there are certain factors which make the children learn what to think, not how to think. Firstly, it is the traditional method of education. It narrows the children's thinking ability. It is due to the reason that traditional education follows those steps which paralyze the minds. Traditional education includes emphasis on rote learning, standardized testing, lack of problem-solving, lack of creativity, and focusing on right answers. These mentioned characteristics narrow children's thinking abilities and discourage intellectual exploration. Besides, the present system of examinations is designed in such a way that only tests

memory rather than the understanding of the subject. Thus, traditional learning is the first barrier in the road to developing how to think.

Secondly, cultural norms halt the growth of critical thinking. Because cultural norms consider asking questions from elders as taboo. In Pakistan, cultural norms and family values discourage from asking questions of children. Question any of the prevalent norms, they are considered disrespectful. Blind obedience, especially to elders, is considered a virtue. As a result people become conformists. When the same children become parents, they expect the same submissiveness from their children. Thus, the society's cultural norms prevent from teaching how to think.

Lastly, the fear of making mistakes stifles creativity. Because this fear prevents the child to learn from mistakes; the child hesitates from testing different approaches. Fear of mistakes creates a mindset that inhibits risk-taking and experimentation. This results in giving preference to the familiar and the known, 'resistance to change, and making decisions with the primary goal of avoiding mistakes. These all factors collectively undermine creativity, which then hinders teaching how to think.

Concluding, it is evident that teaching children how to think develops their mind.

and makes them analyze situations critically and creatively. The current generation is biased to convergent thinking rather than divergent thinking. The approach of teaching a child what he or she should think, rather than how he or she should think is the main reason behind it. The impacts of traditional education, cultural norms, and the fear of making mistakes has made children narrow-minded thinkers. But certain duties fulfilled by the government, parents and society can mitigate these obstacles in upbringing of children associated with teaching them how to think. Although, the current generation has grown on the concept of what to think but robust reforms in education and society can change their mind and can end this cycle.

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