



DEVELOPING HIGHER ORDER OF THINKING

Mahmudova Dilnoza

Student:

Yuldasheva F.F

Scientific advisor:

Abstract: *According to the Balu H. Athreya and Chrystalla Mouza (20 December 2016) During each moment of our waking lives, our mind is engaged in the biological process of thinking. This article aims to learn how to develop higher order of thinking. This article discusses levels of thinking and 10 helpful strategies to enhance our thinking skill.*

Key words: *thinking, creative thinking, QARs.*

Introduction: Thinking is the ultimate cognitive activity, consciously using our brains to make sense of the world around us and decide how to respond to it. Unconsciously our brains are still 'thinking' and this is a part of the cognitive process. Our ability to think develops naturally in early life. In this article we will talk about types of thinking and also we will learn about beneficial strategies which help us to develop this skill of our mind.

According to the davuniversity.org site thinking is processing data rationally or cognitively by improving the data from the environment and the images are put away in the memory of his past.

According to this thinking can be classified as follows:

1. Perceptual or Concrete Thinking:

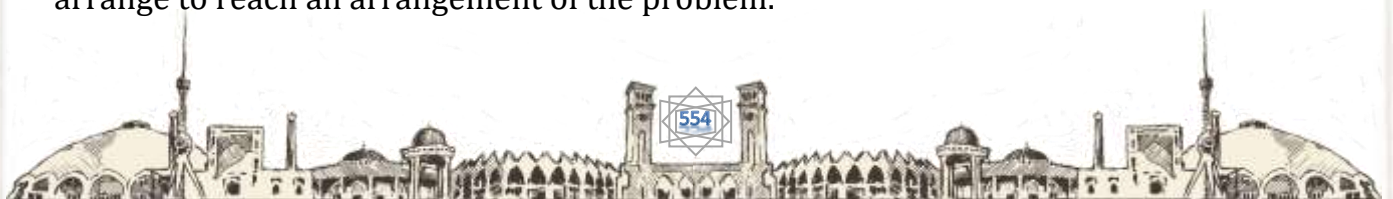
Typically the only frame of considering the premise of this sort is recognition, i.e. interpretation of sensation agreeing to one's encounter. It is also called concrete considering because it is carried out on the discernment of real or concrete objects and events.

2. Conceptual or Abstract Thinking:

Here one makes utilize of concepts, the generalized objects, and dialects, it is respected as being prevalent to perceptual considering because it economizes efforts in understanding and problem-solving.

3. Reflective Thinking:

This sort of considering points in understanding complex issues, in this way, requires reorganization of all the important encounters to a circumstance or removing impediments rather than relating with that encounters or ideas. This is a quick cognitive approach to intelligence considering the mental action here does not include the mechanical trial and blunder sort of efforts. In this sort, considering forms take all the pertinent actualities orchestrated in a consistent arrange into an account in arrange to reach an arrangement of the problem.





4. Creative Thinking:

This sort of consideration is related to one's capacity to make or build something unused, novel, or bizarre. It looks for unused connections and associations to depict and decipher the nature of things, occasions, and circumstances. Here the person himself ordinarily defines the evidence and instruments for its arrangement. For illustration: researchers, craftsmen, or inventors. Skinner, the popular clinician says inventive considering implies that the expectations and inductions for the person are modern, unique, ingenious, and bizarre. The inventive scholar communicates modern thoughts and makes unused perceptions, unused expectations, and modern inferences.

Characteristics of Creative Thinking:

a. Creative thinking, in all its shapes and forms is absolutely an internal mental process and hence should be considered as an important component of one's cognitive behaviour.

b. Every one of us is capable of creative thinking and hence it is a universal phenomenon.

c. Creative thinking results in the production of something new or novel including a new form of arrangement of old elements.

d. Creative thinking in all its dimensions involve divergent thinking instead of the routine and final types of convergent thinking. The mind must have complete freedom to wander around to create a new idea.

e. The field of creative thinking and its out part is quite comprehensive and built wide. It covers all the aspects of human accomplishments belonging to an individual's life.

5. Critical Thinking:

It is a type of thinking that helps a person in stepping aside from his own personal beliefs, prejudices and opinions to sort out the faiths and discover the truth, even at the expense of his basic belief system. Here one resorts to set higher cognitive abilities and skills for the proper interpretation, analysis, evaluation and inference, as well as explanation of the gathered or communicated information resulting in a purposeful unbiased and self-regulatory judgement. An ideal thinker is habitually inquisitive, well-informed, open-minded, flexible, fair-minded in evaluation, free from personal bias and prejudices, honest in seeking relevant information, skilled in the proper use of the abilities like interpretation, analysis, synthesis, evaluation and drawing conclusion and inferences, etc. The critical thinking is of a higher order well-disciplined thought process which involves the use of cognitive skills like conceptualization, interpretation, analysis, synthesis and evaluation for arriving at an unbiased, valid and reliable judgment of the gathered or communicated information or data as a guide to one's belief and action.

6. Non-directed or Associative Thinking:

There are times when we find ourselves engaged in a unique type of thinking which is non-directed and without goal. It is reflected through dreaming and other





free-flowing uncontrolled activities. Psychologically these forms of thought are termed as associative thinking.

Here day-dreaming, fantasy and delusions all fall in the category of withdrawal behavior that helps an individual to escape from the demands of the real world by making his thinking face non-directed and floating, placing him somewhere, ordering something unconnected with his environment.

Jenelle Cox (October 16, 2019) in her article suggests 10 helpful strategies to enhance higher order of thinking. They are followings:

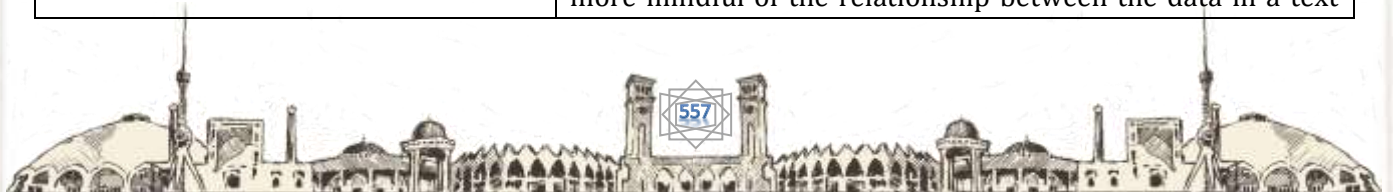
- Help Determine What Higher-Order Thinking Is
- Connect concepts
- Teach students to Infer
- Encourage questioning
- Use graphic organizers
- Teach problem-solving strategies
- Encourage creative thinking
- Use mind movies
- Teach students to elaborate their answers
- Teach QARs

1. Help Determine What Higher-Order Thinking Is	Offer assistance to understudies to get what higher-order considering is. Clarify to them what it is and why they require it. Offer assistance to them gets it their possess qualities and challenges. You can do this by appearing to them how they can inquire themselves great questions. That leads us to another methodology.
2. Connect concepts	Lead understudies through the method of how to put through one concept to another. By doing this you're instructing them to associate what they now know with what they are learning. This level of consideration will offer assistance to understudies to learn to create associations at whatever point it is conceivable, which can offer assistance to them pick up indeed more understanding. For case, let's say that the concept they are learning is "Chinese Modern Year." An indeed broader concept would be "Holidays."
3. Teach Students to Infer	Educate understudies to form deductions by giving them "real-world" illustrations. You'll begin by giving understudies a picture of an individual standing in line at a soup kitchen. Inquire them to see the picture and center on the points of interest. Then, ask them to create inductions based on what they see within the picture. Another way to instruct youthful understudies almost how to gather is to educate a straightforward concept like climate. Inquire understudies to put on their waterproof shell and boots, at that point inquire them to gather what they think the climate looks like exterior.





4. Encourage Questioning	A classroom where understudies feel free to inquire about questions without any negative responses from their peers or their instructors may be a classroom where understudies feel free to be imaginative. Empower understudies to inquire questions, and if for a few reasons you can't get to their address amid lesson time, appear to them how they can reply it themselves or have them spare the address until the taking after day.
5. Use Graphic Organizers	Realistic organizers give understudies a pleasant way to outline their contemplations in an organized way. By drawing charts or intellect maps, understudies can superior interface concepts and see their connections. This will offer assistance to understudies creating a propensity for interfacing concepts.
6. Teach Problem-Solving Strategies	Educate understudies to utilize a step-by-step strategy for tackling issues. This way of higher-order considering will offer assistance to them fathom issues speedier and more effectively. Energize understudies to utilize elective strategies to illuminate issues as well as offer them diverse problem-solving strategies.
7. Encourage Creative Thinking	Imaginative considering is when understudies design, envision and plan what they are considering. Utilizing imaginative faculties makes a difference in understudies preparing and getting data way better. Investigate appears that when understudies utilize inventive higher-order considering aptitudes, it undoubtedly increments their understanding. Empower understudies to think "outside of the box."
8. Use Mind Movies	When concepts that are being learned are troublesome, energize understudies to make a motion picture in their intellect. Instruct them to shut their eyes and picture it like a motion picture playing. This way of higher-order consideration will genuinely offer assistance to them get it in a capable, special way.
9. Teach Students to Elaborate Their Answers	Higher-order considering requires understudies to truly get a concept, not rehash it or memorize it. Empower understudies to expound their answers by inquiring about the proper questions that make understudies clarify their considerations in more detail.
10. Teach QARs	Question-Answer-Relationships, or QARs, instruct understudies to name the sort of address that's being asked and after that utilize that data to assist them to define a reply. Understudies must disentangle if the reply can be found in content or online or case they must depend on their possess earlier information to reply to it. This technique is successful for higher-order considering since understudies ended up more mindful of the relationship between the data in a text





and their earlier information, which makes a difference in them decoding which methodology to utilize when they have to be looking for a reply.

Conclusion:

High order thinking is said to be good because it already has the ability to think in finding problems, solving problems and in the process of problem solving involves thinking processes analyzing, evaluating, creating. This is because in the learning process students are actively involved to search for and find various concepts of knowledge so that it will increase the power of creativity, innovation ability and critical thinking processes of students in solving a problem. If this continues to be brushed up actively, we will be able to enhance our thinking process evaluation up to the next version of its era.

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