

CRITICAL THINKING IN WRITING

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Annotation: This article illuminates the essence of critical thinking, its basic principles and methods of application. Critical thinking is the ability to in-depth information in-depth analysis, drawing logical conclusions and expressing evidence. The critical approach in written work will allow the author of comprehensive analysis of the theme, comparison of evidence and expressing reasonable views. The article discusses the main aspects of critical thinking - independent analysis, carefully inspecting evidence, comparing the argument, and the ability to draw opposite views. There are also methods that help develop critical thinking in written talks, including methods of asking, logical analysis, argumentation and creative thinking.

Keywords: Critical thinking, analysis, analysis, and evaluation, argument, logic, evaluation, variables, independent thinking, and opinion, written,

Critical thinking is the process of independent and logical thinking, evaluation, and assessing different views. Critical thinking in writing plays an important role because it helps to express thoughts clear, reasonable and understandable. Well-written text is not limited to description of the information, but encourages the reader to meditate.

In this article, writing is discussed the importance of critical thinking, its basic principles and methods of applying. Critical thinking capability not only encourages the writer to bring strong logical evidence, but also to evaluate and improve his views.[1]

Methods

Questions and answers. Ask analytical questions: The main ideas, assumptions and reviews in the text "Why?" How "How?", "For what evidence?"

Analysis using questions such as.. Socratic Method: Asking the student to ask questions to give questions to the deeper understanding of the text (encourage them to criticize the answers Evidence and logical analysis. Defining Evidence: For every idea or reasoning in the text, convincing evidence and examples of the text. Carces to detect logical errors: to draw incorrect conclusions in the text.[4]

Result

Writing is Thinking. Writing can be seen as a thinking process. Bereiter and Scardamalia (1987) reported that good writers actually use their critical thinking skills in their writing journey. Bereiter and Scardamalia (1987) also stated that what differentiates between novice and expert writers is the use of critical thinking skills while writing. Ideally, using critical thinking skills can make writers become good writers. Figure 1 shows the writing process of a writer who 'knowledge-transforms' his/her information into written text. Bereiter and Scardamalia (1987) reported that the

expert writer begins the writing assignment by making plans (problem analysis and goal setting about the essay writing). This plan is made with the content knowledge and the discourse knowledge that the writer has (or does not have). Solving (after translating what the problem is) content problem space would be making efforts to add suitable content in the essay.[2] Solving rhetorical problem space (after translating/understanding what the problem is) would be making efforts to understand the rhetorical demands of the assignment. After this, the writer will then depend on his/her memory of content or discourse knowledge (knowledge-telling process) to complete the writing assignment. According to Bereiter and Scardamalia (1987), solving a problem for an expert writer may lead to the generation (and further solution) of another problem. For example, an expert writer found that he/she needs to add more ideas in a paragraph. Addition of an idea would mean “where do I get it?”, “how can I support the addition of this new idea?”, and “can this new idea fit into my existing framework” and many more problems. This expert writer has in fact used his/her critical thinking skills to make decisions on problem translation and problem solution while he/she writes. He or she makes decisions to analyse, synthesise, evaluate, and even apply information in the whole writing process. Critical thinking is, therefore, not a tool for writers to present their arguments. It is a habit the writers acquire as they gain more confidence in having undergone many stages of the knowledge-transforming process through their many explorations of writing academic texts.[3]

Pedagogical Implications and Suggestions. for Future Research The teaching on critical thinking is not a separate entity from the teaching of academic writing. Good writing teachers are able to “walk the learners through” the writing process and at the end of the process, learners build the habit of being critical thinkers. Tahira and Haider (2019) suggested that university departments and tutors review their writing instruction and guidelines to make the requirements of argument more explicit and easily understandable. In the long term, writing teachers should reevaluate the norms of the traditional essay form to accommodate a wider spectrum of expression.[8] Next, Moeti, Mgawi, and Moalosi (2017) suggested that promoting the habit of critical thinking could begin with the teaching of identified strategies to promote the application of critical thinking in areas of programme content, teaching and assessment methods and techniques, programme logistics, and personal attributes. Future researchers could explore the cognitive abilities of writers during their writing process to investigate how critical thinking skills are used in the writing process.[6]

Discussion

Academic writing provides a context for developing critical thinking skills especially as it involves the expression of certain ideas to be shared with a particular audience. Communication between the writer and the reader via the text is indeed a social act. The writer shares ideas and views with an audience and the feedback obtained from the audience benefits the writer’s development of critical thinking. As for the development of critical thinking in writing in our country, we have as many opportunities as other countries. First, we need to have knowledge of foreign education systems in order for our teachers to know what methods to use to teach students critical thinking. Then we need to teach critical thinking from the moment a child begins to speak and be able to direct it correctly. Because young children have a lot of questions about the whole being. If we answer all of their questions fully and clearly, we will be contributing to the development of their critical thinking[7]. It is also necessary to make effective use of debating lessons, poems, riddles, which develop critical thinking in kindergarten children. In the primary school, a special science should be introduced to further improve critical thinking. Any child with a mind base can master this science perfectly, and it can be the most fun lesson. In high school, students should be taught a subject that develops critical

thinking in writing and in the final year of school, students should take an exam in a subject that develops critical thinking in writing. Students who show high results in the exam should be awarded with special certificates and prizes. Academic writing Olympiads should be organized. We, like the Islamic University of Malaysia (LE 4000) should introduce an English language course for academic writing and make it compulsory for all students. The course objectives match the requirements of the research: the development of critical thinking. The outcomes of this research therefore, could benefit such classes. Not only might the rubric be used to develop students' critical thinking, but it could also provide a means for assessing critical thinking in the course.[5]

Conclusion

In conclusion, critical thinking in writing is essential for developing clear, logical, and well-supported arguments. It allows writers to analyze information, evaluate sources, and present ideas coherently while considering multiple perspectives. By questioning assumptions, identifying biases, and using evidence effectively, writers can enhance the depth and credibility of their work. Ultimately, critical thinking fosters clarity, originality, and persuasive communication, making it a fundamental skill in academic, professional, and creative writing.

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