# Critical thinking with movie segments

*Critical thinking is the art
of analyzing and evaluating thinking
with a view to improving it.*
Dr. Richard Paul

## What is critical thinking?

**Critical thinking is the ability to think clearly and rationally about what to do or what to believe.** It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following :

- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of one's own beliefs and values

Critical thinking is not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform himself.

Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role in cooperative reasoning and constructive tasks. Critical thinking can help us acquire knowledge, improve our theories, and strengthen arguments. We can use critical thinking to enhance work processes and improve social institutions.

Some people believe that critical thinking hinders creativity because it requires following the rules of logic and rationality, but creativity might require breaking rules. This is a misconception. Critical thinking is quite compatible with thinking "out-of-the-box", challenging consensus and pursuing less popular approaches. If anything, critical thinking is an essential part of creativity because we need critical thinking to evaluate and improve our creative ideas.

## The importance of critical thinking

**Critical thinking is a domain-general thinking skill**. The ability to think clearly and rationally is important whatever we choose to do. If you work in education, research, finance, management or the legal profession, then critical thinking is obviously important. But critical thinking skills are not restricted to a particular

subject area. Being able to think well and solve problems systematically is an asset for any career.

**Critical thinking is very important in the new knowledge economy.** The global knowledge economy is driven by information and technology. One has to be able to deal with changes quickly and effectively. The new economy places increasing demands on flexible intellectual skills, and the ability to analyze information and integrate diverse sources of knowledge in solving problems. Good critical thinking promotes such thinking skills, and is very important in the fast-changing workplace.

**Critical thinking enhances language and presentation skills**. Thinking clearly and systematically can improve the way we express our ideas. In learning how to analyse the logical structure of texts, critical thinking also improves comprehension abilities.

**Critical thinking promotes creativity**. To come up with a creative solution to a problem involves not just having new ideas. It must also be the case that the new ideas being generated are useful and relevant to the task at hand. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary

**Critical thinking is crucial for self-reflection**. In order to live a meaningful life and to structure our lives accordingly, we need to justify and reflect on our values and decisions. Critical thinking provides the tools for this process of self-evaluation.

**Good critical thinking is the foundation of science and democracy**. Science requires the critical use of reason in experimentation and theory confirmation. The proper functioning of a liberal democracy requires citizens who can think critically about social issues to inform their judgments about proper governance and to overcome biases and prejudice.

## Top 10 skills

| in 2020 | in 2015 |
|---|---|
| 1. Complex Problem Solving | 1. Complex Problem Solving |
| 2. Critical Thinking | 2. Coordinating with Others |
| 3. Creativity | 3. People Management |
| 4. People Management | 4. Critical Thinking |
| 5. Coordinating with Others | 5. Negotiation |
| 6. Emotional Intelligence | 6. Quality Control |
| 7. Judgment and Decision Making | 7. Service Orientation |
| 8. Service Orientation | 8. Judgment and Decision Making |
| 9. Negotiation | 9. Active Listening |
| 10. Cognitive Flexibility | 10. Creativity |

The top three skills that supposed to be most relevant are thinking skills related to **critical thinking, creativity**, and their **practical application**. One of the most effective ways to develop critical thinking at the lessons is use of video.

<span style="color:red">Why use video?</span>

To some people videotape is merely a glorified version of audiotape, and use of video in class is just listening 'with pictures'. But there are many reasons why video can add a special, extra dimension to the learning experience:

- **Cross-cultural awareness**: video uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or ho9w Americans speak to waiters. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.
- **Seeing language-in-use**: one of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.
- **The power of creation:** when students use video cameras themselves they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power.
- **Motivation:** for all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

<span style="color:red">Video types</span>

There are three basic types of video which can readily be used in class.

- Off-air programmes (for example programmes recorded from a television channel;
- Real-world video (feature films, wildlife documentaries, etc.);
- Language learning videos.

Whole-lesson video is rarely used, but video as a part of a lesson is more effective and recommended by methodologists.

<span style="color:red">Common video teaching techniques</span>

There are a number of teaching techniques which can be used in lessons. These are some of them:

## *Viewing techniques*

All of the following techniques are designed to awaken students' curiosity, through prediction activities, so that when they finally watch the video sequence in its entirety they will have some expectations about it.

- **Fast forward** (the teacher presses the 'play' button and then fast forwards the video at a great speed ,taking only a few seconds. When it is over the teacher can ask students what the extract was about and whether they can guess what the characters are saying.)
- **Silent viewing** (the teacher plays the tape at normal speed , but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound  so they can check to see if they guessed correctly)
- **Freeze frame** (at any stage during  a video  we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.)
- **Partial viewing** (one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, only leaving the edges on view; we can put little squares of paper all over the screen and remove them one-by-one so that what is happening is only gradually revealed.)

## *Listening and mixed techniques*

- **Pictureless listening** (*for language* – students listen to a dialogue without picture and guess where it is taking place and who the speakers are; *for music* – where an excerpt has a prominent music track, students can listen to it and then say – based on the mood it appears to convey – what kind of scene they think it accompanies and where it is taking place; *for sound effects*-in a scene without dialogues students can listen to the sounds to guess the scene.)
- **Picture or speech** (we can divide the class in two parts so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them to immediate fluency while the non-watching students struggle

to understand what is going on, and it is an effective way of mixing reception and production in spoken English. Halfway through an excerpt the students can change round.)

<span style="color:red">Work shop</span>

**Before you watch.**

1) Make the *un* prefix word posters by writing the words onto pieces of paper. Tell the students they are going to make word lists . Organize them into groups. Ask each group to assign one or two scribes so that they could write the words which the group agrees upon. Tell each group they will be rotating from table to table when the bell rings.  While they are at each table they must write words that describe or would be what the un word is. They may use opposites or synonyms. The words cannot be repeated. After each rotation ask students to share their ideas. Students will focus on specific un prefix words and what they mean. The classroom lesson will also provide your students with practice  working in small groups, and also critically thinking about what words best fit the description of the targeted un words. By making word lists for each un word students will also have a great writing recourse in which they can refer to when writing. The words to work with: *unclear, unimportant, unsafe*.

Discuss the words. What's common in these words? When do we use negative prefix? Can the words with negative meaning affect our mind? life?

2) What words from previous exercise would you choose to describe water? Tell the students that water is one of characters in the segment of movie you are going to watch.

**While you watch**

How do you think, what the woman's problem is (May be there are some of them). Note your thoughts.

**After you watch**

Why water is so important for us? Create an algorithm of a well-built day. What should a person do to be more organized? With the help of this task you will demonstrate how critical thinking can lead to positive thinking. And positive thinking really affects our life. The best algorithm can be put on a wall. Suggest your students to follow it step by step at least during one day. Discuss the results next lesson.