

CRITICAL ATTITUDE: A KEY TO SURVIVAL IN THE LITERARY UNIVERSE

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Abstract

Critical attitude/ thinking/ ability are dynamic and recurrent topics in literary interpretation. Now- a- days a revolutionizing literary world lays emphasis on developing a progressive critical attitude. So students march towards effective oral-aural and written communication and a research-oriented approach is inculcated. A thoughtful comprehensive endeavor improves the critical attitude making the students self-directed, self-disciplined, self-motivated and self-corrective.

The aim of this paper is to illuminate the necessity for the development of critical attitude in students which is the key to the survival in the literary universe. The students gain an insight into becoming an innovative, independent and a confident person, when critical attitude is imbibed.

Keywords: literary world, critical attitude, critical thinking....

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INTRODUCTION:

Critical attitude plays an important role in the literary universe. It enables students towards 'critical thinking'. Critical thinking has been the subject of much debate and discussed since the time of early Greek Philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age. However, recent contributions of philosophers and linguists herald a paradigm shift, as a result of which critical thinking has become significant and is playing a key role in the literary universe. The overall impact of various developments is seen in the wider recognition of the fact that critical ability and critical attitude share some vital properties and leads the learner towards an innovative, independent, confident and an implementational entity.

Approaches about critical thinking in learning process have been changing continuously and rapidly. Now-a-days the main concern of linguists, researchers and scholars is critical ability and critical thinking. However, the new perspective provided by philosophers and linguists have radically changed our approach towards learning process. Recent developments in critical thinking like Bloom's Taxonomy, Naturalization, Philosophical approach, Cognitive Psychological approach, Metacognitive approach, Sociolinguistics, Psycholinguistics and Pragmatics etc. have radically transformed the conventional ways of dealing with teaching – learning processes.

CRITICAL THINKING AS A TOOL FOR MATURED PERSPECTIVE:

Critical thinking helps the learner to think critically and arouses doubts and questions in his/her mind. S/He dwells on those questions, tries to solve, analyze them and relates them with evidences. This process culminates into a precise solution. Eventually the learner is reborn with an impersonal approach. A research - oriented critical attitude is hence inculcated and the approach to find the 'route to the roots' is imbibed. Critical thinking includes the component skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating and making decisions or solving problems. Learners of all intellectual abilities are benefitted from critical thinking instructions. Though the learner is weaker or

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gifted, everyone has been helped by critical thinking to overcome a problem with certain maturity. According to Philosophical Approach:

Critical thinking is skillful, responsible thinking that facilitates good judgment because it – i) relies upon criteria ii) is self – correcting and iii) is sensitive to context. (www.images.pearsonassessments.com)

From Philosophical Approach critical thinking is an ability which leads the learner to an independent and reflective domain. It develops observational skills in order to develop a critical understanding of the commonplace observation and make conscious decisions. According to Cognitive Psychological Approach:

Critical thinking is seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems and so forth. (www.images.pearsonassessments.com)

According to Cognitive Psychological Approach the learner gains a maturity level which compels him/her to think on both sides of a coin with the help of evidences. Critical thinking enhances reasoning power of the learner to draw conclusions and thus enhances the power of solving problems in a matured manner.

Dr. Benjamin Bloom created ‘Bloom’s Taxonomy’ in order to promote higher forms of thinking in education such as analyzing and evaluating concepts, processes, procedures and principles rather than just remembering facts. It is most often used when designing educational, training and learning processes.

The committee identified three domains of educational activities or learning:

- i) Cognitive: Mental skills (knowledge)
- ii) Affective: Growth in feelings or emotional areas (attitude or self)
- iii) Psychomotor: Manual or physical skills (skills) (www.nwlink.com)

Critical thinking involves metacognition which is ‘thinking about thinking’. Pragmatists think that the form of truth changes according to time, ideal and space. ‘Action’ on the basis of ‘knowledge’ is one of the characteristics of Pragmatism. This approach does not believe in ‘blind following’. ‘Idea’ is considered the basis of ‘action’. Hence it can be rightly said that Pragmatists believe in finding solutions by thinking critically. Pragmatists consider mind as motivating force of goal and energy. So it is necessary to give more importance to practical activities. Hence for doing practical activities one has to think independently which culminates into critical eyesight. Eventually eyesight provides the learner a new and fresh foresight which develops his/her critical attitude. This critical attitude enhances natural instinct of the learner who then instinctively involves in the problem solving processes with a matured

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perspective. The learner gets the ability to overcome his/her circumstances, solve his problems and fulfill his needs.

Pragmatism intends to make the mind of the child resourceful and dynamic. Such a mind has the capacity to create new ideas in uncertain future also. Such persons of developed mind are useful for the society and can fulfill their aspirations and needs. (Dr. S. P. Chaube et al,2004:200)

According to Pragmatism, instead of pre-conceived notions, self experiences build the learner. The learner can get these elevated self experiences through development of critical ability.

CRITICAL ATTITUDE LEADS TO CRITICAL ABILITY:

Critical attitude helps the learner think clearly and rationally. S/he understands the logical connections between ideas. Critical thinking involves both cognitive skills and dispositions. These dispositions can be seen as attitudes or habits of mind. This attitude or habit of mind helps the learner to reborn with open and fair – mindedness and flexibility. S/He is developed with inquisitiveness, a propensity to seek reason and a desire to be well – informed. Thus the learner is reborn with a mature perspective which creates respect for and willingness to entertain diverse viewpoints. This journey from ‘critical attitude’ to ‘critical ability’ is a journey from immature to mature development.

Critical attitude can be developed by providing evidences or logical arguments in support of judgments, choices, claims or assertions. It develops a mature perspective, which makes learner to believe in carefully conducted, scientific study rather than in personal experiences as a stronger evidence. It enables the learner to seek relevant facts and to consider options. It gives ability to understand and judge the views of others in a positive manner. Critical attitude enhances the critical ability and makes the process of ‘thinking about thinking’ easier.

Critical attitude develops a research – oriented attitude which requires the ability to reason. It increases reasoning skills and empowers the learner to face any circumstances. It generates the ability of being an active learner rather than a passive recipient of information. After enhancing the critical ability, the learner learns to rigorously question the ideas and assumptions rather than accepting them at face value. This ability strengthens him / her to seek to determine whether the ideas, arguments and findings represent the entire picture and are open to finding that they do not. So s/he will be able to identify, analyze and solve problems systematically rather than by intuition or instinct and gain a matured perspective.

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CONCLUSION:

It can be fruitfully summed up that critical attitude is a key to survival in the literary universe. It refines the learner making him / her more précised leading towards matured learning process with a high degree of precision. Critical attitude enhances critical ability which helps him / her learn to articulate knowledge. It becomes the learner's second – nature to do the things meticulously, accurately and competently. The learner is able to handle the circumstances more efficiently by enhancing his / her perceptual abilities. Thus critical thinking leads the learner towards critical attitude which enhances critical ability and empowers the learner by developing critical consciousness to promote democracy and to last in the literary universe.

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