

ANALYTICAL REVIEW CRITICAL THINKING AND ACADEMIC ACHIEVEMENT OF STUDENTS

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Abstract

This study aimed to investigate the relationship between critical thinking and academic achievement of high school students in the academic year 93-94 was conducted in Isfahan region 3. This study is descriptive correlational method is to be applied. The study population consisted of all high school students in the District 3 City Isfahan form Based on simple random sampling method and with reference to the minimum required to Morgan study sample was 365 people. Statistical tests used for data analysis and correlation is one-sample t. The results showed that the higher the critical thinking skills students will also increase student achievement.

Keywords: critical thinking. Academic achievement. First Secondary.

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Introduction

Improving student, is one of the basic goals of contemporary education systems. Since the last century and the emergence of specialized fields of Education and Educational Psychology,

Study of factors associated with academic achievement of students and outstanding part of the two fields constitute research professionals. Nearly a century psychologists attempt to identify predictors of academic achievement (Premuzic 2005). One of the most important factors affecting academic achievement, psychological characteristics, such as motivation and progress. Researchers have found that academic achievement is only the consequence of individual intelligence or hardware facilities in the social environment, but psychological aspects, such as the type of thinking and motivate students to further progress also have an important role (Kmlmr 2005).

One of the most important goals of education in the twenty-first century, how to train individuals who are ready to deal with a changing society and the complexity of the era of information explosion Bashnd.br this basis, promote scholarship and thinking in schoolthinking in students.

Learn thinking is a fundamental objective in formal training (Bernard, 2008) and transfer learning from a self-centered world based on limited personal experience, the more abstract realm and involves numerous facts, as one of the main objectives of any educational system, considered to is (Myers, 1995).

Because in today's democratic societies, rationality and autonomy are important in people's daily lives and education of responsible people in charge of education and training, should these values and goals in the idea itself. Development the value and acceptance among the people need to practice and apply skills and it is clear that traditional methods of education such as the need in your head does not work and does not notice them. In such a context and when there is need for rationality,

critical thinking and reflection, it is necessary to be considered as part of the process of education. Without doubt the students at first were not as good at critical thinking and research experts as it shows that learners it should have enough practice and experience in the field of critical thinking in the classroom conditions and teaching methods teachers. Because in most classes so little time to consider students to be involved with various theories and encourage students not to accept the idea that the teacher thinks it's just the opposite for fostering critical thinking should be encourage learners to find their right idea.

In this case, by adopting such an attitude is impossible for us to teach without any consideration Lecture select only apply it (Yuksel, 2008).

It is expected to strengthen critical thinking and motivation in students' academic achievement appropriate to have. Therefore, the aim of this study was to investigate the relationship between these three components and their relationships will be explained. The success or failure of the main concerns of each student in the educational system. Educational development in any society indicates the success of the educational system in the target location and attention to meet individual needs. It is considered to be efficient and successful educational system is that academic achievement in different periods of highest Test digits. But the quality of progress and compliance with the requirements and how to comply with these requirements is very important.

One of the basic features of their behavior and to be aware of the thinking power. In other words, man can be aware of their behavior and dealing with different issues and the use of force in their thinking. One of the basic features of their behavior and to be aware of the thinking power. In other words, man can be aware of their behavior and dealing with different issues and the use of force in their thinking.

One of the most important goals of education in the twenty-first century is how to train individuals prepared to deal with a changing society and have the complexity of the age of information explosion. The promotion of thinkers and thinking in schools and training centers is of great importance and it can be made in light of information transfer in the minds of students. It requires a fundamental change in the curriculum and change teachers' attitudes towards the teaching task and change the direction that leads to the strengthening of thinking in students. Learning thinking is a fundamental objective in formal training (Bernard 2008). Kevin and Gary (2014) in their study of students as critical thinkers have the power to influence attitudes and normative beliefs, attitudes and critical thinking are studied. In this study, it is assumed that power and ability of attitudes, beliefs and attitudes influence the balance in its normative and instead, normative beliefs, the impact of the interaction between your attitude and the attitude of students as critical thinkers the adjustment in the state.

History Research

Angel and Valayndz (2014) A study of the influence of the development of critical thinking skills in which 72 people from four groups of students were used as subjects from four different teaching methods used to teach critical thinking skills. They concluded that students who were taught in groups represent different conceptions of critical thinking.

Philip, Bruner and Riddle (2012) examines the impact of educational measures on trends and critical thinking skills students have studied. The findings illustrate the progress in students' critical thinking skills and attitudes can not be considered as an implicit theme and educators should have clear goals for students and educators and self-training and becoming familiar with these goals in , students learn how to transfer it.

Research plan

This study is useful and because the variable on this research, we are not certain manipulations, descriptive research method (non-test), and because the relationship between the relationship between critical thinking and academic achievement motivation treated review , descriptive and correlational research respectively.

Statistical Society

The study population consisted of all high school students in the District 3 City of form. This number, according to the city Department of Education during the academic year (93-94) 6400 people, of which 2890 boys and 3510 girls.

Sample size and sampling

Simple random sampling was used to select samples according to population size and go.

Academic Achievement:

In the present study to evaluate the academic achievement of students in the second semester of the academic year 93-94 at the end of their results is used.

Implementation methods research

Questionnaires intended to carry out in coordination with the Education District 3 schools of the city to visit and the questionnaire was presented to students. In addition to implementing the necessary explanations about the purpose of this questionnaire and an emphasis on consideration of teaching and the classroom in response to questions and recommendations such as carefully and select only one option is.

Statistical Methods

In this research to benefit the students' critical thinking and motivation of the t-test is used to determine the relationship between critical thinking and achievement motivation and academic achievement of Pearson correlation test was used. Data analysis was performed using spss software.

Results

Is the analysis of critical thinking and academic achievement among high school students in the District 3 City of there?

Table 1 data analysis to examine the relationship between the analysis of critical thinking and academic achievement

Interpretation	Significance level	correlation coefficient	Name independent variable	The variable name is related
There is a direct relationship.	0.001	0/409 **	Analysis	Academic achievement

As seen in the table above, the relationship between academic achievement in the analysis are positive 0/001. So it can be concluded that the higher the academic achievement of students' critical thinking and analysis will also increase.

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