

PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

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[1] Introduction. Learning can be defined as permanent changes in behavior induced by life. According to experiential learning theory, learning is described as the process whereby knowledge is created through the transformation of experience (Coffield et al., 2004). Learning theories describe the conditions and processes through which learning occurs, providing teachers with models to develop instruction sessions that lead to better learning. Dunn and Dunn (1993) described that these theories explain the processes that people engage in as they make sense of information, and how they integrate that information into their mental models so that it becomes new knowledge. Learning theories also examine what motivates people to learn, and what circumstances enable or hinder learning.

[2] The models and processes that learning theories describe tend to apply across different populations and settings, and provide us with guidelines to develop exercises, assignments, and lesson plans that align with how our students learn best (Carmo et al., 2006; Eggen & Kauchak, 2001). Concomitantly, learning theories may be useful to help students and educators understand how to improve the way they learn and teach, respectively (Carmo et al., 2006). With a basic understanding of learning theories, we can create lessons that enhance the learning process. This understanding helps us explain our instructional choices, or the “why” behind what and how we teach. As certain learning theories resonate with us and we consciously construct lessons based on those theories, we begin to develop a personal philosophy of teaching that will guide our instructional design going forward (Eggen & Kauchak, 2001).

[3] Generally, theories suggested that cognitive skills in children responsible for learning and problem-solving skills can be divided in two buckets: 1) memory and recall skills, also known as Lower Order Thinking Skills, and 2) comprehension, critical thinking, creative thinking and logical thinking, also known as Higher Order Thinking Skills (HOTS). Edward de Bono is widely considered the father of modern creative and critical thinking, whereby he pioneered numerous practical thinking tools, used worldwide in schools and businesses. Creative and critical thinking skills can be considered one of the key competencies for the 21st century that allow individuals to remain flexible and provide the capacity to deal with the opportunities and challenges that are part of the complex and fast-changing world. Both skills occur when students get new information, retain and remember, organize, and relate it to existing knowledge; extending it to achieve a goal or offer solutions for complex situations. The increased focus on innovation combined with recent reports of decrements in creative performance brings attention to the need to develop creative and critical thinking skills at both the educational level.

[4] Counselors’ Engagement in Creative and Critical Thinking Skills. Both of these HOTS components (creative and critical thinking skills) require not only a knowledge of logic, including how to avoid logical fallacies that lead to unsupported conclusions, they also require certain character traits, such as discipline, that are necessary to implement the skills. For example, a relationship counselor who cannot control—or even understand—his or her compulsion to direct clients towards a solution, will likely not be able to provide a proper counseling service. Inevitably, it is far more beneficial to guide a client towards a solution by employing the client’s own thoughts and resources, than it is to simply tell a client what to do. This takes both creative and critical thoughts. An article in the Wall Street Journal

published in 2013 was an alarm bell for all future and many present counselors. According to the article, “many counseling students cannot recognize reasoning when they encounter it. They have little grasped of the difference between merely ‘saying something’ and constructing an explanation or forming an argument.”

[5] Why do creative and critical thinking skills are important during counseling sessions? First and foremost, without clear creative and critical thinking skills, counselors will not be able to properly conceptualize clients’ issues. Secondly, counselors will be unable to discern between over hundreds counseling theories as to which are effective and appropriate for which type of clients and issues without both skills. Lastly, people who come to counselors are expecting to receive clear and unemotional guidance; therefore, if counselors do not possess the skills for clear and unemotional thinking, then how can such counselors help their clients effectively?

[6] Moreover, it is observed that many professors often present all types of information as equally valid, and do not teach students how to distinguish between creative ideas and empirically supported counseling interventions (Jacobs, 2013). Ideally, professors should ensure that students are provided with the general knowledge required for scientific thinking, as well as how specific scientific principles should be applied to counseling. Therefore, counselors must understand scientific thinking. Such skills, applied diligently throughout a career, will allow the counselor to obtain valuable science-based ongoing education from journals and seminars, and to avoid the various feel-good but scientifically unsound fallacies that unfortunately seep into the popular culture and then make their way into the psychotherapy arena. Counselors with honed critical thinking skills will be the ones that become known for providing their clients with the best empirically-based interventions, rather than pop culture smoke and mirrors.

[7] The literatures related to counselors’ training clearly supports the importance to develop creative and critical thinking skills in order to become competent counselors. For instance, Fitch (2001) argues for the importance of counselors to develop proficiency in both thinking skills as a key component to influencing the counseling process and effectively motivating clients’ changes. Likewise, Yalisove (2010) emphasizes the importance of counselors being able to provide effective counseling services by demonstrating both thinking skills in their daily practices. Both Fitch and Yalisove indicate that the use of creative and critical thinking skills facilitated the counseling relationship and growth, while allowing for the inclusion of best practices methodology in this helping profession.

[...]

[8] **Conclusion.** In a nutshell, the earlier the foundation of creative and critical thinking is built the sooner children can make sense of information through analysis and problem-solving skills. It has even been found that children that have an early start in cultivating these HOTS elements perform better in school, are more creative and are better at making good judgments. In other words, creative and critical thinking skills are becoming essentially critical in the present days of 21st century. This generis particularly due to the environment of huge information that mostly comes from the online sources and is very evident that there is an immense need to learn the evaluation of the things they study and hear around them and identify false information beyond superficial data provided.

[9] Learning theories are meant to help educators understand the processes and circumstances that enable learning and, by extension, offer guidance in developing activities and environments that best support learning. In fact, the theories provide us with an empirically based understanding of how learning occurs. As one of the helping professions, counseling also plays vital role in promoting creative and critical thinking skills among school students and this can be achieved via both individual and group approaches.

RESPONDA DE ACORDO COM O TEXTO. AS RESPOSTAS DEVEM SER EM PORTUGUÊS

- 1) **Considere os Parágrafos [1], [2] e [3].** Assinale com um [x] apenas a sentença incorreta.
(1,0 ponto)

a) As teorias de aprendizagem descrevem as condições e os processos através dos quais a ensino ocorre [...].	(x)
b) Concomitantemente, as teorias de aprendizagem podem ser úteis para ajudar alunos e educadores a entender como melhorar a maneira como aprendem e ensinam [...].	()
c) Geralmente, as teorias sugeriram que as habilidades cognitivas em crianças responsáveis pela aprendizagem e habilidades de resolução de problemas podem ser divididas em dois grupos: 1) [...] Habilidades de Pensamento de Ordem Inferior, e 2) [...] Habilidades de Pensamento de Ordem Superior (HOTS).	()

- 2) **Considere o parágrafo [5].** Existem três razões que contribuem para esclarecer a importância das habilidades de pensamento crítico e criativo nas sessões de aconselhamento. Quais são elas? (2,0 pontos)

Resposta:

Em primeiro lugar	sem habilidades claras de criatividade e pensamento crítico, os conselheiros não serão capazes de conceituar adequadamente as questões dos clientes.
Em segundo lugar	os conselheiros serão incapazes de discernir entre mais de centenas de teorias de aconselhamento sobre quais são eficazes e apropriadas para que tipo de clientes e questões sem ambas as habilidades
Por fim	as pessoas que procuram os conselheiros esperam receber orientações claras e sem emoções

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3) **Considere o Parágrafo [3].** Em quais ocasiões as habilidades crítica e criativa ocorrem?
(0,2 ponto cada / 1,0 total)

Resposta: Ambas as habilidades ocorrem quando os alunos obtêm novas informações, retêm e lembram, organizam e relacionam com o conhecimento existente.

4) **Considere o Parágrafo [4].** No trecho: “many counseling students cannot recognize reasoning when they encounter it”. A qual vocábulo o pronome “it” está referenciando?
(1,0 ponto)

Resposta: A palavra “reasoning” ou raciocínio (razão).

5) **Considere os Parágrafos [6], [7] e [8].** Escreva ao lado de cada sentença as palavras VERDADEIRA ou FALSA, apropriadamente. (1,0 ponto cada/5,0 total)

a) Conselheiros com habilidades horrosas de pensamento crítico serão aqueles que se tornarão conhecidos por fornecer a seus clientes as melhores intervenções com base empírica, em vez de fumaça e espelhos da cultura pop.	FALSA
b) observa-se que muitos professores raramente apresentam todos os tipos de informações como igualmente válidas, e não ensinam os alunos a distinguir entre ideias criativas e intervenções de aconselhamento empiricamente apoiadas (Jacobs, 2013)	FALSA
c) Fitch (2001) argumenta sobre a importância de os conselheiros desenvolverem proficiência em habilidades de pensamento como um componente-chave para influenciar o processo de aconselhamento e efetivamente motivar as mudanças dos clientes.	VERDADEIRA
d) Da mesma forma, Yalisove (2010) enfatiza a importância de os conselheiros serem capazes de fornecer serviços de aconselhamento eficazes, demonstrando ambas as habilidades de pensamento em suas práticas diárias.	VERDADEIRA
e) Em poucas palavras, quanto mais cedo a base do pensamento criativo e crítico for construída, mais cedo as crianças poderão analisar as informações por meio de habilidades de resolução de problemas.	FALSA