

THE LEVEL OF CRITICAL THINKING DISPOSITONS OF THE RELIGIOUS EDUCATION TEACHER CANDIDATES

An Example of Celal Bayar University Faculty of Theology

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Abstract

Since the educational process has a dynamic structure, it needs to be constantly questioning and developing.

Therefore, the role and the tasks of the teacher who has a significant role in these processes need to be constantly questioned and should be developed according to the nature of the necessities and conditions of the time. In our age, one of the most essential qualifications a teacher has to possess is “critical thinking” that preserves its significance regardless of time or condition.

Religious education teachers, too, have to possess the skills to think critically. Because one of the most crucial responsibilities a religious and ethics education teacher is to help the students to develop their learning methods, and their ability to use their logic and emotions by encouraging them to think about and to discuss on the given subjects. In the religious education, an approach that guides individuals to discover, analyze, and assimilate the educational teachings should be embraced, rather than a force the individual to memorize the certain patterns. In order to achieve to fulfill his responsibilities and guidance thoroughly, a teacher has to have the skills to think critically and use these skills efficiently.

The purpose of this study, conducted in first grade teacher candidates Religious Culture and Moral Education (RCME) department Faculty of Theology to gauge their level of critical thinking dispositions.

In this research the use of descriptive scanning model of teacher candidates levels of critical thinking dispositions involved with California Critical Thinking Disposition Inventory (CEDEÖ-T) with the help of the Turkish version of the candidates.

SPSS 20.0 assessed by the analysis of data t-test, post hoc test and post hoc test were applied, analysis of variance performed, Pearson product moment correlation coefficients were calculated and interpreted data was evaluated.

In the study, the results are as follows:

- According to the variables, the scores of the teacher candidates on the sub-dimension of “truth-seeking” are low.
- Teacher candidates have a tendency to think critically in medium or high levels on the open-mindedness, analyticity, systematicity, self-confidence and inquisitiveness sub-dimensions.
- All variables are effective at the level of critical thinking dispositions.
- It was observed as the university entrance scores goes high search for the truth, analyticity, and inquisitiveness systematicity scores fall.