

Structured Rational Thinking To Learn Disciplinary Principles And Assess Written Language

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Abstract

The objective of the research is to test the feasibility of implementing Structured Rational Thinking to learn disciplinary principles, evaluate written language, and answer the questions: What are its epistemological foundations? What explains why rational thinking is not common in people? How do students modify their conceptualization of thematic principles through it? And how does it help students to build knowledge and express it? Rational thinking was theoretically framed and its derivation into types of structured thinking: logical, methodical, and narrative; and its characterization according to its content, purpose, and structure, in its classical and modern forms. The hypothesis was: "people stop thinking rationally due to the lack of applying a method to order and properly conduct thoughts; one aspect is the method and another is the thought that it generates." Mixed methodology; results, it is expected that 50 students surveyed generate knowledge and language attached to objectified reality. Test 1: the level of understanding was assessed according to types of thinking, in ranges of: little, moderately and a lot, coded with ordinal values in intervals from 0 to 2, by interaction matrix. Test 2: table identifying levels of rational thinking, interval scale: 1 to 2 low level, 3 to 4 medium, 5 to 6 high, more than 6 very high. Conclusions, the effects of not applying a type of thinking that orders ideas to interpret reality and generate proven knowledge, far from conjectures, are outlined. The best thinking, guides reason when faced with compound and dynamic facts.

Keywords: inductive thinking; learning; logic; narratives; scientific method