РАЗДЕЛ III
ЗНАКОМИМ С ЗАРУБЕЖНОЙ ФИЛОСОФИЕЙ ОБРАЗОВАНИЯ

PART III. GETTING TO KNOW THE FOREIGN OF EDUCATION

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ОЦЕНКА ВЛИЯНИЯ ФИЛОСОФСКИХ ИСТОРИЙ НА ДУХ ПОСТАНОВКИ ВОПРОСОВ У МАЛЬЧИКОВ – УЧЕНИКОВ ПЯТОГО КЛАССА

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Аннотация. *Основная цель данного исследования состояла в том, чтобы изучить влияние философских историй на дух постановки вопросов у мальчиков – учащихся начальных классов пятого класса во Втором округе города Ардебиль. Исследовательская выборка включала всех учеников пятого класса, из которых 50 были выбраны с помощью доступного метода выборки; она была разделена на две группы по 25 учеников в качестве экспериментальной и контрольной групп. Исследовательским инструментом стали разработанный исследователями опросник и квазиэкспериментальное исследование с некоторым видом предтеста-постеста, который был реализован с помощью метода исследования Липмана. Философия преподавалась на десяти занятиях; целью было укрепление навыков постановки вопросов у учеников. Чтобы стимулировать любопытство учеников и постановку ими вопросов, необходимо преподавать философию детям. Философские дискуссии давались с небольшими интеллектуальными историями. Для анализа исследования использовался многомерный анализ ковариации. Результаты показали, что ну-*

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левая гипотеза должна быть отвергнута, и гипотеза исследования подтверждается с достоверностью 95%, поэтому философские истории оказывают положительное влияние на дух постановки вопросов у студентов. Результаты настоящего исследования согласуются с результатами исследований, проведенных за рубежом.

***Ключевые слова**: философские истории, дух постановки вопросов, начальная школа.*

EVALUATE THE EFFECT OF PHILOSOPHICAL STORIES ON THE QUESTIONING SPIRIT OF FIFTH GRADE ELEMENTARY MALE STUDENTS

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Abstract. *The main objective of this research was to study the effect of philosophical stories on the questioning spirits of fifth grade elementary male students in Second District of Ardebil city. The study population included all fifth grade students out of which 50 were selected through the available sampling method and were divided into two groups with 25 members as experiment and control groups. The research instrument was a researcher made questionnaire and using a quasi-experimental study with the kind of pretest-posttest which was implemented by the Lipman exploration method and the philosophy was taught in ten sessions to strengthen students' questioning skills. In order to stimulate students' curiosity and questioning is necessary for teaching philosophy to children, the philosophical discussions were taught with little intellectual stories. Multivariate analysis of covariance was used to analyze the research. The results showed that the null hypothesis is rejected and the research hypothesis was confirmed with 95% confidence, so philosophical stories have a positive impact on students' questioning spirit. The results of this study are consistent with the findings of researches conducted abroad.*

***Keywords**: philosophical stories, questioning spirit, elementary school.*

Introduction

Lipman was the first person who founded teaching philosophy to children in 1969. Philosophy for Children is a new issue which dates back more than four decades. This issue is recognized under different names such as philosophy for children, philosophy with children, philosophy and child and other names (Gharamaleki, 2006).

Designers of this program and many other scientists believe that philosophy for children is a program to increase critical thinking and creative skills in understanding the philosophical problems in children. The program aims to teach children questioning and in other words, philosophizing (Ghaedi, 2011).

Philosophy for Children is a training programs that make it possible for children to form their sophisticated thoughts. In this way, their reasoning, critical and creative thinking and philanthropy would be enhanced. This systematic and progressive program is designed mostly for children 4 to 18 years (Accorinti, 2005). In fact, the Philosophy for Children searches for meaning and intends to develop their senses, reasoning and abstract thinking skills and improve their self-esteem, this helps children to improve the quality of their judgments in everyday life (Fisher, 2009).

Lipman and his colleagues claim that the philosophical thinking does not limited only to think and reason, but it requires some thinking about thinking. Considering the characteristics of philosophical thought, Lipman has determined the main directions of teaching philosophy to children. If children learn to examine the mechanism of their thoughts, search for their correspondence with evidence, explore their assumptions, seeking to replacement of alternative assumptions and gauging their impact and examine their relationships with daily activities, then they learned philosophical thinking, although at low levels (Ghaedi, 2009).

Students are great assets to the community and each of them can be influential in the future and the destiny of the country in the region and the world. Since the world in third millennium is facing extensive changes, these changes affect all areas of human life with increasing speed. In this changing world, taking steps on the path of progress and perfection in a way that ensures proper place as a leading country in the field of scientific revolutions above all require attention to scientific research, research and development in the community. To the extent that the available indicators suggest that there is a direct relationship between efforts in communities and growth and development in the field of science and knowledge and the educational system in each country is responsible for this great responsibility (Rezapour, 2008); So raising graduates for research and innovation needs the reasoning and discursive thinking skills in all education systems in the world. In our country, make changes and movements in this area is considered a necessity and needs national determination.

However, the certain fact is that creativity and curiosity should be raised in early childhood, it is essential that the training be done at the elementary school. But it is expected that primary schools prepare children for future academic success, make them socialites and prepare them to be compatible with different cultural communities, teach them to overcome the environmental deprivations and finally, they use their intellectual talents in order to deal with different situations and use problem solving to become a creative people. But the assessment of education at the primary school in the country shows

that the curriculum not only is not child-centered, but also the courses do not contribute to the overall growth of children (Mofidi, 2006).

Through appropriate curriculum, the questioning spirit can be established and numerous problems of students in higher educational levels due to lack of questioning spirit can be resolved. Given that this change should occur through a new curriculum at low educational levels and at the same, teaching philosophy to children as a new paradigm in the field of education, has been created in order to cultivate reasoning, creativity and critical thinking (Ghaedi, 2004) that led to the development of reflective thinking, feel self-sufficient, accountability and prevent children's feelings of inferiority (Ghaedi, Hedayati, 2010).

Questioning spirit in the educational environment leads to a tendency for research and innovation instead of memorizing; otherwise, we do not have any power against the current world competition without innovation and creativity in new generation. Many experts believe that the following factors are among the components of questioning: persistence, innovation, creativity, freedom to vote, self-confidence, curiosity, searching and lack of conservatism. With regard to the above, this research attempts to know whether or not the philosophical stories are effective on questioning spirit of elementary students?

Methodology

This study sought to determine the effects of philosophical stories on fostering the questioning spirit in fifth grade elementary students. This is a post-test semi-experimental study with a control group. The study population included elementary schools at zone 2 in Ardebil in 2014-2015 school year and the available sampling method have been used. Thus, two schools were chosen as sample; finally, 25 students from the fifth grade male students were selected as sample and philosophy were taught to the experiment group during ten 45-minute sessions. A researcher made questionnaire prepared about students' reasoning skills, which contains 22 items and 5 components. These five components are as follows:

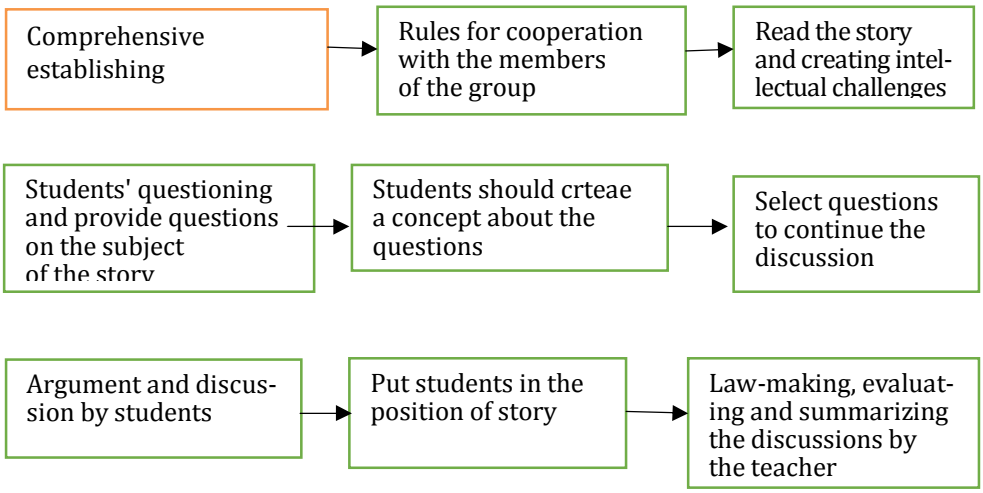
1. Wisdom 2. Ability3. Confidence 4. Exchange and provide solutions 5. Criticism and Analysis. First of all, the questionnaire was given to a number of experts in the field of education in order to verify the content of the questionnaire. The questionnaire was tested on a sample of 25 subjects other than the target population. Cronbach's alpha was used to estimate the reliability of the test. The results show that the alpha value was equal to 0.75 and the questionnaire had satisfactory reliability.

In this study, some appropriate stories were selected for the students, which have moral concepts and values such as "A Night under the stars",

«bird's nest», «knife» and the like as resources and the tools provided for programs and implemented scientifically by Lipman exploration method. With the cooperation of students, some rules were formulated in order to implement optimally the testing process; such as observance of turns in conversation, respect each other and respect for the opinions of others who participate in the experiments, which are able to reinforce students' cooperation and compatibility. The story is read to students by the presenter. Then, students can think about the story and ask their questions about the concepts of value, appearance and morality in the story. This step will strengthen students' listening skills, concentration and attention; students have the opportunity to think and write their opinion on paper in order to be able to speak their minds during the discussion forums. This stage reinforce students' verbal skills and confidence. Using the guide book of Thinking Stories, the discussion would continue until all students express their opinion about the subject matter. At the end of each session, some indicators are considered for evaluating student performance and these indicators include: Active listening, attention and focus, asking questions for class discussion, participate in group discussions, questioning, expressing new ideas, judgment on compliance with issues and opportunities. In this study, the Lipman model (story and questions) was used for optimal performance of training program for students thinking. In this way, putting students in the position of story and conclusions of rules were also added to the process (quoted from Bagheri, 2009).

The steps of the thinking training in this study

This chart as a guide to the implementation of training is suitable to trainers and teachers who want to implement this program and this a map of the steps. When they are aware of the steps, can easily run it for the students.



Analyze the results of hypothesis

Table 1 shows the descriptive data (mean and standard deviation) of pre-test-posttest scores regarding the questioning spirit in the experimental and control groups. Applying this table represent that the mean of posttest scores increased in the experimental group compared to the control group and the mean of post-test scores is slightly reduced in the control group. In general, by comparing means of experimental and control groups can be concluded that the mean scores of the experimental group in the post-test in the questioning spirit skills was higher than the average scores of the control group.

Table 1

Descriptive data of pretest-posttest scores regarding the components of the questioning spirit

Statistical index	Control group				Experiment group			
	Pre-test		Post-test		Pre-test		Post-test	
Ability	Mean	Stan-dard devia-tion	Mean	Stan dard devia tion	Mean	Stan dard devia tion	Mean	Stan dard devia tion
Self-confi-dence	19/40	2/62	19/40	3/71	18/36	2/67	21/72	2/66
Exchange and pro vide solu-tions	22/80	4/77	21/24	3/52	21/48	5/22	26/16	4/20
Criticism and Analysis	13/40	2/81	13	2/53	14/44	2/36	17	2/44
Wisdom	13/88	2/20	13/64	2/11	14/84	2/62	17/56	2/36
Questioning spirit	36/13	2/94	13/16	3/09	13/40	2/43	16/72	2/82
Ability	84/82	10/29	78/28	9/63	82/80	6/78	99/64	10/27

Table 2 shows the results inferred that according to the results table at this level, the null hypothesis is rejected. In other words, the results showed that there are significant differences in the scores of the questioning spirit. In other words, there is a significant difference between students in both experimental and control groups in the variable of the questioning spirit ($F = 29.16$, $P < 0.05$). The philosophical stories could improve the questioning spirit of the experimental group compared to the control group in the post-test.

Table 2

Results of multivariate analysis of covariance for children's questioning spirit

Variable	Sources of Change	Sum of squares	Degree of freedom	Mean Square	F	Significance level
Questioning spirit	pre-test	1481608/98	1	1481608/98	7115/99	0/000
	group	601/2	1	6072/2	29/16	0/000
	Error	9444	48	208/10		

The table 3 shows that there is a significant difference between the two groups. Considering the calculated F the components including ability (424.01), self-confidence (28.87), exchange (17.40), criticism (13.59), wisdom (9.97) that the null hypothesis is rejected and we conclude that the philosophical stories increase some of the strategies including self-confidence, exchange and provide solutions, criticism and wisdom.

Table 3

Multivariate analysis of covariance for the components of the questioning spirit

Components	Sum of squares	Degree of freedom	Mean Square	F	Significance level
Problem-solving ability	192/49	1	192/49	424/01	0/000
Self Confidence	21/43	1	21/43	28/87	0/000
Exchange and provide solutions	228/98	1	228/98	17/40	0/000
Criticism and Analysis	297/68	1	297/68	31/59	0/000
Wisdom	169/28	1	169/28	9/97	0/003

Discussion and conclusion

Raising graduates for research and innovation needs the reasoning and discursive thinking skills in all education systems in the world. In our country, make changes and movements in this area is considered a necessity and needs national determination. In new methods of education and training, teachers should try to activate students' thinking and must refrain from predetermined and specific knowledge and skills. Accordingly, one of the important ways is to raise the questioning spirits in students. One of the research-based educational programs is teaching philosophy to children that is being implemented formally and informally in most countries. Teaching philosophy to children with the aim of fostering reasoning, creativity, developmental education, experience and training is founded to understand the interpretation of morality and

plans to teach ask questions. In fact, by showing the infinite of knowledge, the child is forced to research and problem solving and scientific research in various subjects are taught from childhood. The purpose of teaching philosophy to children is that they become more thoughtful, flexible, considerate and rational human beings. Learn many of these skills and also willingness to use these skills through language and by creating a research community which means a place where children exchange ideas with each other as a collective action, is the best way possible. This study examines the effect of philosophical stories on foster the questioning spirit in fifth grade elementary students and hypotheses of our research prove that the philosophical stories are effective to foster the questioning spirit in fifth grade elementary students. The results of this study are consistent with findings of Ghaedi (2009) which states that the objectives of the teaching philosophy to children including growing ability to reason and move the students to a specialized understanding of philosophy and some of the most important skills include philosophical discovery, and scientific and ethical exploration. The results of Barati (2008), Marashi (2008) and Jahani (2007) are recognizing that philosophy for children has greatly contributed to develop thinking skills and reasoning in children, which are consistent with this research. The results of Ramezanpoor (2008) assert that this training program have a positive impact on law skills, self-awareness, self-confidence, emotional control and resolve conflicts of students which are consistent with this research. The findings of Naji and Ghazizadeh (2008) indicate that this program has great influence on reasoning power, judgment, arbitration, self-confidence, carefully in the environment and respect to the views of others and educational attainment, social skills include collective action and reflection, dialogue to explore a reality, inability to solve the problem and consult with others, respect for others, humility, perseverance and other similar cases, which are consistent with this research. Accorinti (2005) states that teaching philosophy to children increases their reasoning, critical thinking, creative and philanthropy and this finding can confirm our research. In the end, according to the findings in this study and similar studies, this program can be used as a new program in order to achieve teaching the questioning spirit in primary education in formal and informal education in the country and it is suggested that the structure of education in the country be modified according to useful achievements in this program.

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