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**Original article**

## **Work content analysis of thinking and research in terms of attention to teaching sixth grade lippmann thinking and evaluation of teachers' expert**

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### ARTICLE INFO

*Article history:*

Received 25 June 2014

Accepted 17 July 2014

Available online 25 July 2014

*Keywords:*

Thought and research

Philosophy for children

Lippmann

A content analysis

### ABSTRACT

This study used content analysis of thinking and research book published six years of elementary school 2013-2014 attention to education in terms of Lippmann and evaluation of teachers' thinking, experts is. Content analysis and quantitative research methods in the first part of the Czech list of categories that includes nine categories of teaching thinking (asking questions, evaluate evidence and testimony, reasoning, interpreting, being collective, judgment, analysis, reasonableness, clearly having ones). The second part includes a qualitative study of in-service teachers were interviewed. The community of thought and research books and teachers in service courses province, respectively. In this book, thinking and research and in-service teachers, 10 women were selected as samples. The total volume of analysis, we identified. categories with 1 being the highest and logical issues related to training frequency of the least frequent contemplation of the book. The teacher in service courses are based on the belief that thinking and research book, a book is thinking but better implementation of effective education in schools requires that provide Pre necessity Teacher's Guide, such as the appropriate educational films continuity in-services courses for teachers and

... know.

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## 1. Introduction

Education is one of the most important human activities in all communities are. Need to train and prepare people for life in society and the growing diversity of views on the role humans will play in the new century on the one hand and the accumulated volume of information and knowledge and the development of the eve of the century the technologies And I on the other hand, more education stakeholders understand the educational process is directed and organized. Rid of the crisis, should be the foundation of humanistic education is to equip mechanisms. educational circles in this context as professors and lecturers as a knowledge repository and transmitter of information that do not work, but students need to increase their skills in thinking and reasoning, and information about the processing of (the Myers 1942 translate Abel, 7:1380). the Fostering Mind is that part of education and the learning of critical thinking, creative and effective child care has become a passion. In other words, today the purpose of education is to train people who have mastered the science content and products and a limited number of scientists and producers of science and technology passively to Rather nurturing is Thoughtful people the content of science, methods of production, criticism, learned to be modified in such a way that the creative task of educational systems to accommodate the transfer and accumulation of scientific knowledge, create favorable conditions for the thinking (Shabani, 2012: 42) . Lack of creative and critical questions in the field of education, the absolute emphasis on the Outsourcing limited information and evaluate students through Academic transcript, including the factors that result in quality education and intellectual life of the community degradation given. At While one of the goals of the education system, raising awareness of human beings. In this regard, and for developments in education in the fundamental transformation of Education and National Curriculum document type Looking to teach And Education has changed and instead of building memories, thinking originally located. Thinking and reasoning model so that the goals of the National Curriculum, the most important element of the model forms and other elements that are explained on the basis of (of the National Curriculum: 36). As the thinking and reasoning in the area independent learning, which is dedicated to the field of mathematical thinking and research base of the sixth grade curriculum is an example of the domain learning. The curriculum includes a teacher's handbook, training materials (training videos) and a work book with a training program Scales duty to Children the first time by Matthew Lippmann has been prepared and colleagues Mvntklyr pursues similar goals because both programs want students to train thinkers. well as the enactment of our present schools and universities Lippmann is a critical situation, it is almost the same as when he says: "Children with a thirst for curiosity and eagerness to learn, the school's curiosity and enthusiasm, but gradually fades knowing and understanding." He was directly due to the reason that traditional education. He argues that the school's inability to meet those needs (Breast-feed and reinforces curiosity, understanding, etc.), from school children to hate. Based on this philosophy, as he suggests a course to be taught to children's thinking, because his opinion of this lesson deals with the reasoning skills of the current curriculum what we in the low, we get ( Fisher, 2003: 47 -48). To the philosophy of thought and research programs, and programs for children's philosophy is a philosophy classroom students proficient Arguments and are trained intact. In other words, an applied philosophy is not meant to illustrate the application of various philosophers and Philosophical problems can be solved, though theories And Comments philosophers have Adolescents The purpose of this program is to make Trained to .interesting ideas for children And Philosophical activity is private. Since the names and dates of no .make learning philosophy and specialized terms, children are free to express opinions and desires of their own philosophy and philosophical activity that is related to think (Ibid.: 62). Lippman to help advance the program by teachers, with the help of books with your colleagues has guides written by the Institute for the Advancement of Philosophy for Children (IAPC) have been published. Program philosophy for children in addition to providing uniform textbooks (Philosophical Stories for Children) is a unique educational

program in which students with different levels Read a part of the story out loud to the class begins. The questions they plan to talk about these questions sit. Such methods include mutual criticism and mutual expression with the utmost care. Instructor training method as an approach recognizes and takes the children to become productive citizens in a demo system can lead forming. Therefore we can say that the book started to children is the philosophical discussion of if (Nagy, 2012: 26). However, despite the change document emphasizes education curricula and instruction that every day more formal and are approved for education, the extent to Children's broach Despite minds? How to practice higher levels of education, which includes reasoning, learning, assessment and attention has? (Kennedy, hinez, White, 2011: 12). Since the sixth grade curriculum thinking and research, aligned with the national curriculum to fulfill the growing ponder, think and Rational Thinking written without performing test formally implemented in all schools in the country, as well as the status and role of textbooks thinking and research programs in the educational system of the country, the need is felt Performance check it over before it is put to the test. The researchers in this study used content analysis of thinking and research books in sixth grade of primary education, Evaluation of teachers' pay experts to . And according to the categories of thought Lippman examine the strengths and weaknesses of the book.

## 2. Reviewed studies

According to research studies in the field of teaching thinking Philosophy fo Children program and content analysis of the textbooks examined. Period of tips, Skills Thinking Critical The Included H and Analysis, Composition, Evaluation, Verdict And Sum Category Are Training Does not grow end This Research Also, Scholar Suggestions For Improvement Quality Books Education Social Of Respect Training Skills Thinking Critical Offer Has been made. Hashemi (2005) in a study to evaluate the use of the components of critical thinking in science and mathematics textbooks for elementary fifth grade, according to the conclusion reached that level of critical thinking in science, math book, and lacking the use of books components of critical thinking by students in addition to the existing problems in the context of other parameters such as books, teaching methods should be sought. Ardekani trhami (2012) research on the content of school mathematics books, math books that attempt to achieve this result in a component of the guidance thinking Lippman in mathematics textbooks is not as expected and modified proposes. Moghimi Gask (2013) study aimed at analyzing the content of books to read and write and gifts skies early period of teaching philosophy to children in terms of attention to the result achieved of the book written by the book and write early in the highest rate of first-grade teaching philosophy to children in the lowest frequency components of frequencies in the gift book of the second to fifth grade, according to the student's age a growing trend of the book of logic Read and writing to fifth despite the increasing frequency of these two books, gift books toward heaven, this growing trend cannot be observed. However, the research will focus on teaching philosophy to children: Marashi. (2007) also presented a paper at the Philosophy for Children program objectives, content and evaluation of the program is discussed. It is also one of the important tasks of education to practitioners and planners emphasize thinking and methods based on active participation of the students knows that achieving this requires reform of the educational system. Marashi, Rahimi nasab, and Lessani (2007) study entitled "Feasibility study of philosophy education to children in the elementary curriculum" did the population of Kerman were elementary teachers, as the research with 237 persons of randomly selected. To assess the feasibility of philosophy education to the children of the questionnaire used in the three dimensions of knowledge, attitude and skills were developed. The school facilities were evaluated through a questionnaire.. The results of this study showed that adequate knowledge, positive attitudes and lack of skills in the field of philosophy of education programs for elementary school children and Kerman to run this program are not enough facilities.. Safai moghadam (1388) in an article in the context of program goals Fbk refers to this program, a program for reform is very important to follow a dual purpose.. Of improving individual and community improvement.. The individual, individuals, children become more flexible More thoughtful interest in the social dimension, into the classroom, school, community, and ultimately to a population. Marashi (1388) an essay in philosophy for children, the approach has been successful in teaching thinking. According to him the center of education, research is needed to explore the classroom to the circle or to become a research associate. Nagy (1388) in an article component

recovery program philosophy has paid for Kids. He believes in the fundamental principles and features Fbk and Islamic education program, there are parallel. Therefore, this paper has tried to make this symmetry parallel and show a certain perspective.. That's why the approaches Deceased Motahari perspectives in the field of Islamic education, and selected as a general diagram of the components of the education system is depicted. Finally, the conclusion is reached that it compared the two approaches come to mind when talking about Abvalsyd Abulkhair and Ibn Sina that what they (the reason and research) know, commissioners of education Islam sees it. Ramezani (2009) reached the conclusion that research in curriculum philosophy for children, through reasoned opinions and views expressed by students, questioning the opinions and ideas of others and connecting with the lessons of life issues, wide attention a different dimension to the philosophical mind. Hatami, Karimi and Nuri (2009) research, the Philosophy for Children program through the research community, which has led to the development of social competence and emotional traits and is rational, as one of the social, the implicit in learning the skills emotional knows. Rasthchi (2009) in the paper, the necessity of story content and story reading curriculum, recruit and lead the development of children's thinking, paving the children interact with adults, and familiarity with the social issues of the behaviors and is known. Seif Naraghi, ghobadiyan , Shariatmadari and naderi (2012) research, the philosophy for children program significantly in the social development of students, such as socialization, communication time and know their effective command and run the program in schools offer. Naderi ,tajli Nia, Shariatmadari and Saif Ali Naraghi (2013) have found in this research program Fbk skills that foster creativity in children is an effective school. The inclusion of such programs as education, philosophy or philosophical thinking in the curriculum recommendations. (2001) concluded that research in philosophy for children program can enhance a wide range of outcomes, including literacy and thinking skills, be useful. Vansylgm (2005) An essay in the philosophy of program development for children in education, democracy is seen as a way to approach and its focus on dialogue and critical thinking as the ideal. (2006) research in Austria to conclude Rsydkh Philosophy for Children program in cyberspace, ethical and social progress of students in the field. Marie And Emmanuel (2011) study concluded that traditional philosophy which is currently being taught in colleges and universities, his duty is to find the truth while ((P4C construction of the facts collectively. Prerequisites learn traditional philosophy of intrinsic motivation for understanding, independence of thought and philosophical knowledge is the prerequisite (P4C P4C (Exception) intrinsic motivation to engage in philosophical exchanges. taught in colleges and universities, collectively. Prerequisites learn traditional philosophy of intrinsic motivation for understanding, independence of thought and philosophical knowledge is the prerequisite (P4C Exception) intrinsic motivation to engage in philosophical exchanges. Garrett and Piper (2011) an article on the philosophy of the program for children and teens on how to create life Set of the population Of sites And The spiritual spaces, Formal and That Informal At It Knowledge Students And Teachers Be able With Members of the community At They learn the Research Reedit Important issues involved in contemporary philosophy, has been effective., He was also concluded that philosophical research reedit Manner Potential For the development of citizenship education, curious based approach will work. The result of this process he learned from University study programs in which the world knows better knowledge Traditional understanding of And Transferred It is important, because he believes in education The Citizen; Knowledge Better Is To As one They come from a background of experience With common sense, and it's important for children to be achieved through the application of philosophy. This current and (2012) reached the conclusion that research in philosophy for children and specific method that can significantly help students to stimulate creative thinking and move the paradigm for the training for the training for the thinking of learning knows . He is the main reason that many teachers found the program to look into doubt due to the fact that they themselves do not have any knowledge in the field of philosophy for children. He also sees the program as a credible environment for discussions in which students learn to define terms, to question, to formulate arguments and counter-arguments, and while respecting the opinions of others to resolve disputes to negotiate with the sit. Alipur (2003) research To This Result Receipt The Content Books Education Social

### 3. Research project

Education in the country, education is the main textbook by teachers and students in activities. Rely on the teaching-learning training material so produced is essential to the proper textbooks. Textbook information available today can not only provide learners because of information to fill the minds of citizens in dealing with new problems of life today do not help. Textbooks through the individual and group learning opportunities and higher levels of intellectual skills to enable the individual. The great mission of education through a lot of textbooks is done because no formal training as a factor in the matter of education, including the extent and use of children not in education (Maleki, 1385). Hence critiques, analysis of the textbook from various angles and with different aims and objectives of the formulation and preparation are essential to the teaching and assessment seems to be. So enjoying the components associated with thinking, learning can be used to analyze the books, thinking in terms of attention paid to the training component. These components include: the skills to ask questions, evaluate evidence, interpretation of community judgment about the issues, arguments, analyzes and evaluation, logical and clearly having. These components have been used in other studies as well (Tarahhomi Ardekani, 2012).

### 3.1. The overall aim of the research

This study analyzes the content of thought and study workbook sixth grade of elementary attention to the training and evaluation of teachers' thinking Lippmann is the expert.

### 3.2. Research questions

**Few questions:** Lippmann thought how much training each of the categories of thought and research content of this book exist?

The contents of the book, which of the categories of thought and research into teaching thinking more attention is Lippmann?

The contents of the book, which of the categories of thought and research into education, less attention has been Lippmann thinking?

What part of the book's content into categories of thinking and learning to think more attention is Lippmann?

**Qualitative question:** The teachers in sixth grade of primary research and thinking about th book is?

## 4. Methods

Research Present A This is a hybrid in which the research methods used. The first part of the study, a content analysis is an examination of four samples taken, the second part of the study is a .qualitative examination consisted of five research Thus the first part of the study, the content of thought and study workbook sixth grade education with a Czech lists of categories of thinking about implementing Lippmann Da decade and the second part of the study, interviews with teachers during in-service use Mary A. Population and Sample: The population in the first part of the research, thought and study books in sixth grade at the elementary and secondary teachers in-service period of the province. In the first part of this book, thinking and study sample was selected as the second part which is a purposeful sample of 10 .teachers during the instructor course the service in the area have been interviewed 's Methods: Research Present A This is a hybrid in which the research methods used. The first part of the study, a content analysis is an examination of four samples taken, the second part of the study is a qualitative examination consisted of five research.Thus the first part of the study, the content of thought and study workbook sixth grade education with a Czech lists of categories of thinking about implementing Lippmann Da decade and the second part of the study, interviews with teachers during in-service use Research Tools: In this study, the first part of the workbook activities of thinking and research training categories reflect the views of Matthew Lippmann components that are associated with thinking, have been measured. Matthew Lippmann components include: the skills to ask questions, evaluate evidence, interpretation of community judgment about the issues, arguments, analyzes and evaluation, logical and clearly having. By comparing the activity book content with these components was determined that the contents of the book, the activities of these features are and how they can engage students this component. Accordingly, the first part of the study, the research instrument jacks up data collected works of thought and research

contents of the book primitive base of the sixth was. In the second part of the interview with teachers during in-service use Reliability study: The reliability of this study, repeated by two experts in the field of philosophy for children and a content analysis was conducted. These studies was that the content of thought and study workbook independently by two researchers examined the results of the analysis were compared. Results showed that both of the judging categories have similar frequencies were not significantly different .

| Category<br>Lesson | Question | Evalua | Evidence | Argument | Interpreta | commun | Verdict | Analysis | Precision | sum | %     |
|--------------------|----------|--------|----------|----------|------------|--------|---------|----------|-----------|-----|-------|
| Activity1          |          |        |          |          |            |        | 2       |          |           | 2   | 2.08  |
| Activity2          |          |        |          |          | 1          |        |         |          | 1         | 2   | 2.08  |
| Activity3          | 3        |        | 1        |          |            |        |         |          |           | 4   | 4.17  |
| Activity4          |          | 2      | 1        |          |            | 1      |         | 1        | 1         | 6   | 6.25  |
| Activity5          |          |        |          |          | 1          |        |         |          | 1         | 2   | 2.08  |
| Activity6          | 1        |        | 1        |          |            |        |         |          | 2         | 4   | 4.17  |
| Activity7          | 1        |        |          | 1        | 1          |        | 1       |          |           | 4   | 4.17  |
| Activity8          |          | 2      |          |          | 1          | 1      | 1       |          |           | 5   | 5.21  |
| Activity9          |          |        |          |          |            |        |         |          | 1         | 1   | 1.04  |
| Activity10         | 1        |        |          |          | 1          |        | 2       |          |           | 4   | 4.17  |
| Activity11         |          | 2      |          |          |            | 2      |         |          | 1         | 5   | 5.21  |
| Activity12         |          |        |          | 1        |            |        |         |          |           | 1   | 1.04  |
| Activity13         |          |        |          |          |            |        |         |          | 1         | 1   | 1.04  |
| Activity14         | 1        |        |          |          |            |        | 3       |          |           | 4   | 4.17  |
| Activity15         | 3        | 2      |          |          |            | 3      | 1       |          |           | 9   | 9.38  |
| Activity16         |          |        |          |          |            |        |         |          | 1         | 1   | 1.04  |
| Activity17         |          |        |          |          |            |        |         |          | 1         | 1   | 1.04  |
| Activity18         |          | 2      | 3        |          | 1          | 1      |         |          | 1         | 8   | 8.33  |
| sum                | 10       | 10     | 6        | 2        | 6          | 8      | 10      | 1        | 11        | 64  | 66.67 |
| Activity19         |          |        |          |          |            |        | 3       |          |           | 3   | 3.12  |
| Activity20         | 2        |        | 1        |          | 1          |        |         |          |           | 4   | 4.16  |
| Activity21         | 2        |        |          |          |            | 1      |         |          |           | 3   | 3.12  |
| Activity22         | 2        |        |          |          |            | 1      |         |          |           | 3   | 3.12  |
| Activity23         | 1        |        |          |          |            |        |         |          | 1         | 2   | 2.08  |
| Activity24         |          |        | 2        |          |            |        |         |          | 1         | 3   | 3.12  |
| Activity25         | 1        |        |          |          |            |        |         |          | 1         | 2   | 2.08  |
| Activity26         |          |        |          |          | 1          |        | 1       |          | 1         | 3   | 3.12  |
| Activity27         |          |        |          |          |            |        | 1       |          | 1         | 2   | 2.08  |
| Activity28         |          |        |          |          |            |        |         |          | 1         | 1   | 1.04  |
| Activity29         | 1        |        |          |          |            |        | 1       |          |           | 2   | 2.08  |
| Activity30         |          | 2      |          | 1        |            | 1      |         |          |           | 4   | 4.16  |
| sum                | 9        | 2      | 3        | 1        | 2          | 3      | 6       | 0        | 6         | 32  | 33.33 |
| Total sum          | 19       | 12     | 9        | 3        | 8          | 11     | 16      | 1        | 17        | 9   |       |
| Abundance          | 19       | 12.5   | 9.3      | 3.1      | 8.3        | 11.4   | 16.6    | 1.0      | 17.7      |     |       |

#### 4.1. Findings from the interviews



In order to answer (5) of the teacher in the sixth grade of primary school and is thinking this form consists of 5 open questions and the about the book, an interview form was designed general course of the interview, if required the interviewer was divided further into sub- questions. Views of those interviewed separately by the investigator interview questions were extracted and

#### **4.2. summarized as follows**

Question 1) Resources (adequate physical space for the research community, there are fictional books, teacher guides, instructional videos, books, Access to classroom computers and smartphones, etc.) to implement it in their area, how do you evaluate? Interviewees during the interviews were the lack of space in the class of multi-core woes. There are couches and chairs in the classroom as a research associate to form rigid circular saw. Interviewees also no requirement of fiction books, and access to smart classrooms in most schools, especially in areas underserved areas noted. Other problems related to resources, lack of proper distribution of teachers handbook of thinking and research. This distribution is such that in some areas after a few months of the school year, teachers in the Teacher's Guide bays and in some areas has distributed a guidebook for an educational complex that was actually caused many school teachers not covered by the Integrated Teacher's Guide are thinking and research. In addition to these courses, books, training videos related to thinking and research by the Ministry of Education and the movies have not been in school most of the time by Teachers Trained in Tehran, the proliferation of agencies into areas of education was or was not proliferate or not proliferate in areas that are still in the middle of the school year is distributed among schools. However, according to interviewees, organizers in- service course Tehran had not committed fiction movies and books, at the beginning of the school year will be placed in schools.

Question 2) Do you think social participation (school administrators, parents, etc.), the reception of the book, what is your area? What are the contributing factors in this area? Directors welcomed the book, thinking and research in the field of respondents reported that teachers' lack of cooperation by some school administrators to give school computer for use in the course of thinking and research managers to install Woes, and the grounds scores registration financial accounts on the school knew it. The efforts of the managers did not have sufficient resources required for this course. Respondents' participation in city centers and good parents knew the least deprived areas. The reason for this lack of participation in rural or deprived of parental illiteracy in rural areas, lack of culture in the field and parents knew a lot of work engagement. The book is a lot of thought and research activities should be conducted in collaboration with parents and students at home. However, effective action on its participation in the book has not thought and research so that parents, even classes justification and training for the students in the case of not held in law.

Question 3) What is the book of original and new challenges in the areas you are seeking? One of the main challenges, especially in areas with few classes because of lack of access to basic facilities, particularly lack of time, among other lessons, this lesson is marginalized. This course differs from other courses because of the novelty and evaluation practices in some cases the negative reaction of teachers are facing. Different evaluation methods with other lessons, this lesson has created confusion in evaluating teachers.

Question 4) performs better than the book requires some prerequisites you know what? Interviewers are more suitable for the proposed program gave presentations include: Interviewees, two-day in-service training for teachers in the summer and one or two briefing sessions during the school year in all areas of the briefings have been held not know enough to run it.. Also, due to the fact that a small number of teacher in-service training course in the academic year 92-2013 have to teach this lesson, renewed and continuing in-service courses for teachers deemed necessary. Mainstream schools are equipping their facilities and more than 45 minutes of time devoted to each activity. Start thinking and research from the early years of primary school period.. Culture and education, most of the parents to participate in the lesson

Question 5) Thinking and research program for students in the wake of what has been achieved? This book is for all students to question the achievements of those interviewed admitted that they had been exhilarating atmosphere of this alarm class and students are eager to begin this lesson, as well as

encouraging the lesson, students cause isolation the sum of the join nurturing representing the creativity, skill, understanding, skills and methods of operation, moral and students knew.

##### 5. Discuss the findings of the research question

**The first question:** Lippmann thought how much training each of the categories of thought and research work in the content of this book exist? According to Table 1 the question category with 19/79%, the category outright with 17/7percent of the analysis and evaluation issues with the 16/67percent, subject to the assessment of evidence and testimony to 12/5 percent, category judgment with the 11/46percent, subject to reasoning with a 9/38 percent, the category of community with 8/33 per cent, interpret categories with 3/13%, and logical categories with 1/04percentage of the highest and lowest categories of thought and research training, work-based thinking in the book are devoted to the sixth grade.

**Second question:** Work on the content of thought and research into which of the categories of education, more attention has been Lippmann thinking? Among the categories of teaching thinking skills, questioning a 19/79 percent, the highest share in the frequencies between the categories. Because it can start thinking of many books and research activities as a question. Questioning the skill of skills, clearly, the highest frequency is allocated. It can cause expression of class time as students and special rules in which students express feelings, ideas and opinions without any fear and anxiety are. Well as a process of thinking and research activities, such book after giving the students exposure to a stimulus and issue In order to comment, express their opinions and feelings about the situation and address the issue.

**Third question:** Work on the content of thought and research into which of the categories of education, less attention has been Lippmann thinking? Issue shares in the book describes the thinking and research activities with respect to Table 1, we can lower the share of reasonable skill and interpretation in all sectors noted in this context must be acknowledged that the logical skills of a Thinking of the most effective teaching looks. And problem solving in large part because of the logical relationships between events, facts, concepts and principles deals with the basic principles and indicate the arguments. Also the issue of interpreting the importance of multiple perspectives and different issues and different solutions will review effective role in the process of thinking and creative thinking are especially. However, less attention has been paid to this issue. Work on what part of the content of thought and research has increased attention to the issue of education Lippmann thinking? If the Table (1) we look at the ratio of one sector (prescription) in many categories of education and the ratio of activity 64, thinking of 18 Section two (semi-prescription) frequency of 12 to 32 is thought education categories and the total frequency of training categories to categories derived from the book thinking part of a 66/67% and the frequency of issues related to the teaching of thinking Two general categories extracted from the book 33/33%, which compares with a conclusion that a portion of (prescription) in most categories is to teach critical thinking skills in the classroom. Reduced frequency of training categories in the semi-normative thinking can be derived from it as the prescription is less than half the story content is used and why the training categories of thought in this section is less than. The fifth question: An expert teacher in reflection and study workbook sixth grade of primary is? The resulting dialogue with those interviewed in this book can be concluded that the education of 2013- 1392 with many problems in schools has been implemented in a way that bends some teachers, the importance, purpose, methodology and evaluation led to the marginalization of other courses taught in this book and this book has its place in time. Most of the problems seem to interviewees, especially when teachers are faced with the teaching of this book cannot access most of the teachers in the first months and in some cases Teacher's Guide to the school year, lack of access to educational videos schools for the poor technology, lack of access to books, stories need to think and research, lack of in-service training, lack of interest from parents and school administrators, especially in rural areas, many schools and lack of a base of To implement some of the activities mentioned book.. However, those interviewed acknowledged that the schools in the Book of good thinking and research have witnessed the performance of students in a moral sense, speech skills, decision making and judgment, have gained great development and content of the students, attractive and considered efficient. This book is also suitable for the implementation of strategies, including in-



service training for teachers and administrators to justify classes for parents, improving facilities and technology in schools, and the appropriate distribution of resources recommendations.

## 6. General explanation of the findings related to the research question

Since the research for the book *Six Thinking and research* done to compare these results with other studies failed to provide the results of research we deal with. According to a survey made it possible to conclude that excellent book for teaching thinking and thinking and research contents of the content of the method (research community) goal (critical thinking creative etc. ) and evaluation (self-evaluation and external evaluation) is similar to that Lippmann program, that is, the activity book, foster thinking skills in students. But only good content is not a guarantee for the effective implementation of a thinking skills curriculum for the grade, required resources, time and space, optimistic teachers with knowledge and skills are sufficient.. Unfortunately, the implications for thinking training program before editing books not available for good thinking and research.. As research results show that took place in the primary schools of the town of Kerman schools to implement the program thinking training facilities are not adequate and a good attitude towards the teachers also have (marashi, Rahimy nsab, Lessani, 2007). Compile book thinking and research in the academic year 2013-1392 Ministry of Education on the implementation requirements of these books, training teachers to prepare and distribute the necessary resources to provide the statistical society of did not sound good has not acted..So that in most areas of the two-day in-service training for teachers, teacher's guidebook poor distribution and lack of access to schools by the end of the school year book, teacher's guide, and lack of appropriate distribution of instructional videos Required lack storybooks needed hands together ... resources needed to properly implement the action steps in the book, thinking and research of school and implementation to be ready to shortcomings. Log books and research scholar thinking as specific curriculum that focuses on teaching students to think, a turning point in the memory of past periods as parents. And believes that can be done in various researches and to show strengths and weaknesses and the directors of the educational system, it more suitable than the implementation of the years to come desired hoped. (books, teacher guides, videos and stories necessary), sufficient space and the environment, attitudes and knowledge of teachers in the success of a program, it is recommended that planners and officials in education to overcome existing shortcomings in the implementation of the necessary measures to bring the book of contemplation and study. because the book is part of the activities of thought and research needs to be done in-house and in collaboration with parents and families in addition to classes in schools, the media, as well as the knowledge necessary to provide.

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