

The Impact Of Philosophical Stories In Fostering Spirit Of Inquiry And Social Adjustment Of Students

Ali khaleghkhan¹, Massod Moradi², Adel Zahed Babolan³, Zakieh rahmati⁴

1. Assistant Professor, Department of Educational Sciences, Mohaghegh Ardabili University
2. Assistant Professor, Department of Educational Sciences, Mohaghegh Ardabili University
3. Associate Professor, Department of Educational Sciences, Mohaghegh Ardabili University
4. Graduate of University of Mohaghegh ardabili

Abstract: The present study aim was investigate the effect of philosophical stories in fostering spirit of inquiry and social adjustment of students. The statistical population was consisted of all students in five elementary grade schools in Ardebil that was in the academic year 2016-2015 that their overall volume has been estimated 4200. Among them, 50 boy students (25 in experimental group, 25 in control group) were selected by Available sampling method. Quasi-experimental method by using pretest - posttest with control group was used to investigate the research hypothesis. Bell social adjustment questionnaire and inquiry spirit self-made questionnaire were used to collect data. At the end Covariance analysis was used to analyze the data. In general findings of this research approved validity and reliability of philosophical stories in fostering spirit inquiry and social adjustment.

Keywords: philosophical stories, spirit of inquiry, social adjustment, research community

INTRODUCTION

Many scholars believe that Philosophy for Children is program to enhance the adaptability skills and spirit of inquiry in understanding the philosophical issues in children. This program seeks process to teach asking and in other words philosophizing to children (Ghasedy, 2010). Philosophy for Children is training program that enables the children to form their complex thoughts. This way, their reasoning, spirit of inquiry and creative and altruism to be also high. (Accoriniti, 2005). Anderson (1977) and Harter (1980) emphasize on key role of Search for Meaning in recognition and believe students should work actively, unify their new information with prior knowledge and inferences and choose what is important and valuable and strategically think about their learning. Fisher (2001) states that we are a species that can not only think but also think about their thoughts and control them, our understanding of thought thanks to the efforts of those who over the centuries, study and research nature of the mind and mental faculties and ways to fostering mental faculties and continuous study and research in this regard may be increase Our consciousness about this question that what is the thinking and how can fostered it in children. Our knowledge about thinking greatly arises from two distinct traditions, philosophy and psychology. Philosophers long time known that the human mind as a place of wisdom and fostering intellect that was ultimate goal of education. Philosophy emphasized study of thinking through analysis, reasoning and application of logic. However, psychologists have studied just about the structures of the mind (ibid.). On the other hand from time immemorial about what is philosophy? Various responses have been provided by summing up these answers can be placed them in two categories. Some consider philosophy a set of ideas and opinions of philosophers about philosophical issues, second category consider philosophy as philosophical practice and know philosophers who thought Philosophical. Socrates as the initiator of the philosophy in true meaning, Knew philosophy equal philosophizing. He mean from philosophizing surely is correct thinking and even this word of Kant work of Philosophy is learning thinking not learn the ideas (Naghizadeh, 1995) is an expression of same sense that Socrates was the first to discover it and used it. However long time philosophy fell away from its true meaning but in recent years significant return has been done to this mindset that Philosophy is considered an activity (Smith, 1998). Although it seems that dealing to philosophy is philosopher's job, but really it is not limited to them. Because on the one hand every person, as a human, lives moments philosophical, and the importance of these crucial moments, is to the extent that even can be said human existence flourishes in such moments on the other hand, any reflect on the principles and foundations is stepping into the realm of philosophy; So, philosophy is universal and are not limited to philosophers (Naghizadeh, 1995). Thus educational authorities designed launched a new campaign entitled "Philosophy for Children" that through it, teaching philosophy was entered into the primary schools. Fisher (1995) argues that "Philosophy for Children" is a successful method in the teaching of thinking. International experience and research findings show that in more than 50 countries "Philosophy for Children" has helped in develop intellectual and social skills in children (Fisher, 1998). Lipman says about teaching philosophy to

children, this plan has been created to take advantage of views "John Dewey" and "Vigonesky" that emphasized on the need to teaching thinking and denial of education to preserve. It is not enough for children only to remember and then recall what are told to them but they must be tested and analyze their topic. This program offers a lot of practice in finding good reasons for judgment, puts children under kind of education which widens their horizons. The program teaches children how they can think better. Philosophical Society for Children of New Zealand says that the program causes the growth of spirit of inquiry, critical thinking, creative and responsible of children. Participants in this program Foster Higher level thinking skills, essential attitudes and beliefs to good thinking. They also improve communication skills and ability to work with others (Association of Philosophy for Children of New Zealand, 2004). In addition, the philosophy program for Children includes features that, some of which include: Reading skills to understand, searching an issue understanding of judgments and rulings that are issued, Questioning, find intellectual coherence, view proportionality, communication between the studied, Focused on discussed issue, classification, provide a reason, formulate the criteria and use them, Looking at things from a broader perspective, using the example, analysis of sentences and phrases, Study and understanding of default, the discovery of succession, received implies, generalizations, Active listening, neutrality, see things through the eyes of others, respect for others (Safai Moghaddam, 1998). Classroom in the philosophy program for children to make study and explore center of education Become circles or communities that in which welcoming friendship and cooperation to positive contribute in learning environment. This positive contribution space Becomes Successor of competitive and half-hostile environment that is common in many traditional classes. Special features of circles explored include: hostile Contemplation, Common cognitions, self-correction, Cultural and imagination philosophical, strengthen the ability to study, Critical thinking, deep understanding texts based on dialogue and social harmony with them (Nagy, 2010). The main criteria for social development and growth Include compatibility with other, respect for others, reasonable and legitimate demands of the people around. It is obvious that if a child or teenager has not been compatible with himself, can not able to cope with people around. The ultimate goal of social development of children and adolescents is helping them to achieve personal and social well-being in the path of growth and perfection of human character (Rahnama, 1994). Students who are entering the third millennium should be people who have ability to think for themselves, self-directed, self-learning, self-modulation and argued Judge. They need to learn beyond content for empowered to deal rationally with the challenges and problems of life (Javidi Kalane Jafarabadi, 2006). Thinking skills is inherent for achieving other objectives, but this skill is also main purpose of education (Casapo, 1997). The basic skills that if someone be equipped with them can away very destructive of emotions from himself and will have greater mental health, Can named art of consistency, coordination and art of dialogue with other. The ability of social adaptation of children increases by achieving compatibility skills and they will be more accepted in society and therefore receive greater social impact. They grow better by having healthy relationships, and have more important sources of emotional support (Rich, 2003). Research conducted indicated the efficacy of this project to improve spirit inquiry and social adjustment in children. Norouzi (2007) have paid to evaluate the effect of philosophical work with children, by experimental method for 8 months On the basis of the second to fifth grade. The research results show that the philosophical work program on foster spirit of inquiry, creativity, compatibility with other also been affected by them. Community of Inquiry is one of the key concepts in philosophy program for children. Research community has dual structure; First: is Social that raise Children's spirit to cooperate, respect, trust, safety and a sense of common purpose and Secondly, is Research that It also brings self-correction However, based on the need to change the shape and realize confusing concepts, is complicated and obscure (Marashi, 2009). People who have participated in this course can be learned thinking skills and, if necessary, change their attitude. Thus improved their compatibility social skills and their ability increases to cooperate and coordinate with others. Philosophy for children doesn't tell them what to think, this ultimately depends on children, but it is necessary to provide philosophy of rational, Social and emotional tools for children that it is necessary to wise and reasonable think and by the excavation of mass in class, encourage him with commitment and courage to behave as he thinks (Nagy, 2009). Philosophy for Children enables them to bridging between the different subjects that to learn, so curriculum will be meaningful to them. Both cooperate skills and thinking skills that develop in this program that more improve social consistency and coordination. In fact in partnership with Children in search for meaning and expansion and the development of cognitive faculties and their understanding of the content, increase Reasoning and abstract power of thinking in them and improve their self-esteem, This helps children to improve the quality of their judgments in everyday life and Thus make healthier compatibility (Fisher, 2001).

background research

Karamipoor Shamsabad, Moghadas Ja'fari and Porineh Khalkhal (2013) paid to "investigate the effects of teaching philosophy on improving questioning skills and critical thinking of students in fifth grade elementary girl' by using Experimental and quasi-experimental research method that was conducted by Lipman investigation as a practical method in 16 sessions. Statistical population was all students in fifth grade elementary girl and sample size 50 people selected using purposive sampling and were divided into two groups of 25 experimental and control. Stories of philosophical thought Kam, Fisher, Lisa and Layla and moral stories of Nasreddin were used to stimulate curiosity and questioning. Paired t-test was used to analyze the hypothesis of this study and t-test was used for independent groups for second research hypothesis. Research findings show that the teaching of philosophy enhanced questioning skills, critical thinking and collaboration have had a positive effect.

Also Ghasemi, Zare and Haghighat (2011) paid to "compare the effect of Iranian philosophical stories, non-Iranian and ordinary stories on development of philosophical thinking first grade elementary school children in Shiraz " the Semi experimental research method has been used in this research. With multi-stage random cluster sampling, 54 students and 41 students were selected from one area of education and in groups of Iranian philosophical stories, non-Iranian and ordinary stories were divided according to gender (6 groups). Initially pre-test of philosophical thinking was conducted on a group of Philippe, then groups were treated for 19 weeks under training and finally test was conducted on them. The results of this research, use of added score method, t-test, ANOVA and subsequent tests showed that first hypothesis was confirmed about the impact of Iranian philosophical stories on development of philosophical thinking of students but the stories of non-Iranian philosophy have not had impact on intellectual development. Jafari, Samadi and Ghaedi (2015) in a study paid to "evaluate the effect of teaching philosophy to children on growing a spirit of inquiry in pre-school children ". This research was conducted with a control group with quasi-experimental methods the kind of pure post-test. The study population 12 students of a kindergarten in Tehran and Sample, 6 people as purposeful were selected as the experimental group that were trained about philosophy in 15 sessions. From experimental and control groups were filmed in the last session, pay to classify the behavior of children through watching films and questionnaires. Descriptive statistics were used to data collection and t test related to independent groups and parametric test U Me Whitney were used to test the hypothesis. The results showed that teaching philosophy to children in social and cognitive dimension and the spirit of inquiry has been effective. Williams (1993) in his study paid to evaluate the effect of Philosophy for Children in 27 training session on 15, 10-13 year-old students, Compared with a group17 students who in Philosophy for Children did not participate. At the end, Teachers announced considerable improvement in interpersonal relationships, especially in listening to the views of others, reduce anger and humiliation of others and support of group interaction among the students. Tapping and Trickey (2007) in a research that conducted on 150 students in the fourth grade of primary school (approximately 1 year) for 3 years, to evaluate the philosophical thought program, Therefore, acted as this that in the first year held a one-hour sessions for 16 weeks and two years later achieved to results "Philosophy for Children" from most important of them can be noted to significant increase of students' ability in verbal, nonverbal behavior and social and logical skills. In the end, Michel and Louise (1992) in a study entitled "The impact of the program of teaching philosophy to children in developing language ability," showed that these programs have been followed, improve children's capacity to communicate between language and thought. The results of this study showed that there is a close and bidirectional relationship between these variables.

METHOD

Research Methodology

The aim of this study is to examine the effects of philosophical stories in fostering a spirit of inquiry and social adjustment of students; so in this research, quasi-experimental with pretest and post-test have been used. Chart of research plan is as follows:

Groups	Random selection	pretest	Independent variable	post-test
examination group	R	1Q	X	2Q
control group	R	1Q	-	2Q

After selecting the experimental group and the control group, Social Adjustment questionnaire of Bell and the spirit of inquiry was performed on both groups. Then the experimental group for two months were exposed to philosophical stories in final post-test was conducted to determine the effect of program execution in groups.

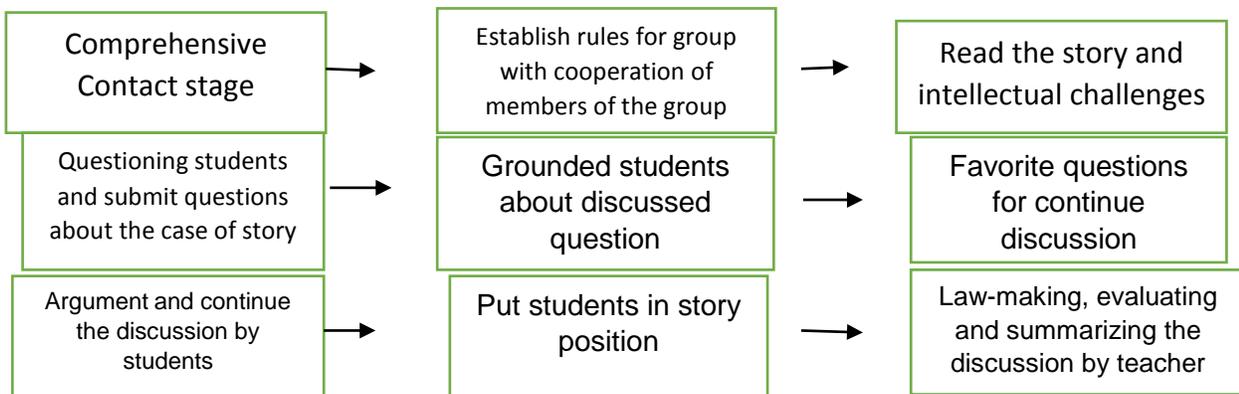
Population and statically sample and sampling method

The population of the study were included all fifth grade students in the academic year 2016-2015 enrolled in Ardabil that their number is 4,200. Available sampling method was used to select the sample. This means that initially two schools were randomly selected from elementary schools in Ardebil. In the next step, since due to

administrative constraints in school, there is no possibility of assignment one by one students and to avoid prejudice to normal training, among primary classes two classes were randomly selected as the sample, in the next step one of these two classes as the control group and other on as experimental group were chosen. The number of selected samples in the experimental group is 25 people and in the control group is 25 people.

Tools for data collection

This study sought to determine the effects of philosophical stories on fostering a spirit of inquiry and social adjustment of fifth grade elementary students. This research was conducted with a control group with quasi-experimental methods the kind of pure post-test. The study population was primary schools in the academic year 2015-2016 in two Ardabil religion and sampling has been done as available. Thus, among them, two schools were selected as the sample; and finally 50 fifth-grade male students were selected as sample group and teaching philosophy was done 10 45-minute of in sessions on experimental group. Social adjustment questionnaire of Bell to measure about adjustment skills students are prepared which contains 32 items. Cornbrash’s alpha test was used to estimate the reliability of the questionnaire. The results show that the alpha value was equal to 0 /88 and thus the questionnaire had good reliability. A researcher-made questionnaire inquiring spirit have prepared about reasoning skills of students. Which takes place based on 5 Likert scale (1 = strongly disagree 2 = disagree, 3 = 4 = Agree 5 = Strongly Agree idea). This questionnaire has 22 items and five components as follows: 1. Train 2-ability 3-confidence in role of 4-exchanging and provide solutions5-criticism and analysis. First, a questionnaire shared with several experts and scholars in education was to verify the content of the questionnaire. Then questionnaire was tested in a sample of 50 students apart from the target population. Cornbrash’s alpha test was used to estimate the reliability of the questionnaire. The results show that the alpha value was equal to 0/75 and therefore the reliability of the questionnaire was satisfactory.



Procedure

In this research, Stories tailored to students' interest was prepared resource and tool of Program execution with content and values and ethics concepts such as intellectual stories Philosophical Inquiry For children, including a night under the stars, bird's nest, a knife and ... and scientifically was conducted by explore ways ring Lippmann. For optimal performance teaching of thinking, Special rules were formulated by Consultation of students participating in the project, And everyone were agreed. Such as observance of turn in the conversation, Respect each other, respect for the views of others that reinforces partnership, collaboration and adaptability of students. Text of story by executive called for students. After the reading, Text story has given students the opportunity to think, they ask questions that was brought from norms and morals from story. This step helps to strengthen listening skills, concentration and attention of students; which opportunity was given to students to think and write their opinion about the topic in special notes paper that at the time of discussion easily with the help of his writings can express their ideas. This step strengthens verbal skills and self-confidence of students. Discussions continue by enjoying guide book of thinking Stories until all students express their opinion about the topic. At the end of each session regarded Criteria for the assessment of student performance that these evaluation criteria include: active listening, attention and concentrate, asking questions for classroom discussion, participation in group discussions, questioning, express new ideas, judgments had been provided about issues and opportunities. In this research, Lippmann pattern was designed for optimal performance training program thinking for students. (Story and questions) that implementation is provided as chart. In this way, two steps to put students in the position of stories and law and inference rules also was added to run Steps (Bagheri, 2009). This chart can help as a guide to Steps

implementation of the thinking training and its roles of Steps running. They are aware of the steps can easily run it for the students.

Research findings

In this study, covariance method is used to data analysis; the findings of this study included descriptive and inferential findings and examples of the spirit of inquiry skills and enhanced social adjustment by philosophical stories for children.

Descriptive Statistics

Descriptive statistics of variables spirit of inquiry and social adjustment have been reported based on the mean and standard deviation in Table 1.

Table 1: Mean and standard deviation spirit of inquiry and social adjustment

examination group		pre-test		control group		pre-test		Statistical Indicators
Posttest Standard Deviation	Average	Standard Deviation	Average	Posttest Standard Deviation	Average	Standard Deviation	Average	
10.27	99.64	6.78	82.80	63/9	28.78	8.29	79.28	Spirit of inquiry Social adjustment
3.8	18.76	2.82	94/15	3.3	14.12	3.10	13.80	

It is observed that the mean values and standard deviations of spirit of inquiry Variable in the control group, Pretest is 79/28 and 80/29. This values in Posttest of control group is 78/28 and the standard deviation is 9/63. Similarly, this variable in the experimental group Pretest, mean and standard deviation 82/80 and 6/78 and in Posttest mean and standard deviation are 99/64 and 10/27. Another variables of social adjustment in control group, according to the table Pretest, an average of 13/80 and SD Standards 3/10 and shows in Posttest, the average 14/12 and Standard Deviation 3/30. Also in experimental group Pretest data with an average of 15/32 and Standard deviation 2/82 and in Posttest shows Average figures 18/76 and 3/8 Standard deviation.

Table 2: Mean and standard deviation components of inquiry spirit

examination group		pre-test		control group		Posttest		Statistical Indicators
Standard Deviation	Average	Standard Deviation	Average	pre-test Standard Deviation	Average	Standard Deviation	Average	
2.66	21.72	2.50	18.36	3.71	19.40	2.62	15.40	Ability
4.20	26.16	5.22	21.48	3.52	21.24	4.77	22.80	Self Confidence
2.44	17	2.36	14.44	2.53	13	2.81	13.40	Exchanges and provide solutions
2.36	17.56	2.62	14.84	2.11	13.64	2.20	13.88	Review and Analysis
2.82	16.72	2.43	13.40	3.9	13.16	2.94	13.36	Wisdom

The results of table above shows that in the experimental group Scores of components inquiry spirit in Posttest are higher than the control group scores, respectively Ability M = 21/72 , SD = 2/66, self-esteem SD = 4/20, M = 26/16, Exchange and provide solutions M = 17 SD = 2/44, Review and Analysis M = 17/56 , SD = 2/36, wisdom M = 16/72, SD = 2/82.

Inferential statistics

This section contains data analysis where evaluate hypotheses of research. Before testing the hypotheses, normality (having normal distribution) of studied variables of a sample were examined by Kolmogorov-Smirnov test. The assumption of normality was for all variables. Due to normality of studied variables, analysis of covariance was used to check the hypotheses. For data analysis Spss software version 20 was used and the significance level was set at 0/5.

Table 3: Kolmogorov - Smirnov test for variables of social adjustment and the spirit of inquiry

Significant	Kolmogorov-Smirnov statistic	Variable
200/0	100/0	Social adjustment
200/0	101/0	Spirit of inquiry

The null hypothesis in this test is, data follow a normal distribution; so if p is greater than 0/05 in this test, null hypothesis was not rejected and data distribution is considered based on the normal distribution. As you can see here according to the results both tests is $0/5 \leq p$, so the null hypothesis do not reject, and distribution of data are normal.

The main hypothesis: Philosophical stories has an impact on Spirit of inquiry and Social adjustment of students.

Table 4: Test the same M box covariance matrix

Significant level.	VALUE f	M box VALUE
0/581	0/653	2/052

Table 4 shows that sig value equal to 0/45 in 0/5 level is not significant so from assumption of equal variance covariance have not been violated. Pylayy test was done to assess the significance of dependent variables between the two groups. Test results has been provided in table (5).

Table 5: Test Pylayy

Significant level	Free error	Degrees of freedom	of F	value	Variables
000/0	47	2	608/5	193/0	Pylayy effect
000/0	47	2	608/5	807/0	Lambda Vyklyz
000/0	47	2	608/5	239/0	Hotelling effect
000/0	47	2	608/5	239/0	The largest root

According to obtained results ($0/5 \geq p$, $5/608 = f$ and $\text{Lambdary Vyklyz} = 0/807$) Pylayy impact test showed dependent variables in between group has significant difference.

Table 6: Test Levin Levine test results to the same variance

Significant level	Degrees of freedom 2	Degrees of freedom 1	F	components of Groups
0/362	48	1	0/845	Social adjustment
0/910	48	1	0/013	Spirit of inquiry

According to Levine test, results the experimental and control Homogeneity of variance in relation to the dependent variables show that F ratio related to pre-test and post-test in variables of Spirit of inquiry and Social adjustment is not significant, Thus variance of experimental and control groups are the same. Accordingly reliability of next results is confirmed by examining the statistical model. Effects of philosophical stories on Spirit of inquiry and Social adjustment is examined by using multivariate analysis of covariance, The results of this analysis has been provided in the table (7).

Table 7: Analysis of covariance impact of philosophical stories on Spirit of inquiry and Social adjustment

Chi Eta	significance level	F	Mean Square	Degrees of freedom	Sum of squares	Source of changes	Variables
988/0	120/0	117/3812	380/538292	1	380/538292	pre-exam	Social adjustment
108/0	020/0	839/5	180/824	1	180/824	group	
			155/141	48	440/6775	Error	
985/0	091/0	117/3812	480/544550	1	480/544550	pre-exam	Spirit of inquiry
108/0	011/0	958/6	320/1210	1	320/1210	group	
			942/173	48	200/8349	Error	

As can be seen in Table 7, there is a significant difference between mean scores of post-test of Social adjustment ($988/0 = 2\eta$ and $p = 1/0$ and $839/5 = (48, 1) = f$). Also about another variable of research also has been observed that there is also a difference between mean scores of post-test Spirit of inquiry and the values of table is as follows ($108/0 = 2\eta$ and $p = 1/0$ and $985/6 = (48, 1) = f$).

DISCUSSION AND CONCLUSION

Nurturing graduates qualify for cognitive and intellectual capabilities for research and innovation, is the ideal of all education systems in the world. In our country, creating change and movement in the field has been considered a necessity and national commitment. Also in new teaching training is emphasized on education based on research and Instead of the knowledge and skills in the form of Predetermined to students, teachers should try to design teaching-learning process in a way that his students could take the production of knowledge. Accordingly,

one of the important ways, is nurturing Research moral in students. One of research-based education programs is teaching philosophy to children. Now run in most countries formally and informally. The purpose of teaching philosophy to children is that they become to more thoughtful, flexible, more thoughtful and logical, risk of thought and refine their ideas, Tolerance and respect for others, Social form, Acceptance of responsibility to their views and learn to thinking. Learn many of these skills and create desire to use these skills through language and by creating a community of inquiry means where children as Cooperative actions pay to exchange ideas with each other's, in the best way is possible. Due to these features, present study pay to examine the impact of philosophical stories on growing Spirit of inquiry and Social adjustment of students. The results of analysis of covariance showed that philosophical stories has significant effects on social adjustment. In other words, the performance of students in experimental group that in following measures, such as enjoying the happiness of collective, creative and critical thinking, Problem-solving ability, helping others, Call out from the rest, observance of turn, Easily interact, Permission and expressed willingness and initiative to accompany and public speaking has significantly improvement. The findings In line with research of many other scholars such as Nagy and Ghazizadeh (2008) indicates that program has a great influence on reasoning power, clean power, judgment, Confidence, accuracy in environment and according to the opinions of others and educational attainment, Social skills include collective action and reflection, dialogue and dialogue to explore a reality, Consult with others when disability to solve problem and reform, Respect for others and humility, perseverance and ... has consistent with obtained results of the present study. Also manifestations, Golparvar and Shaygannejad (1390) in his study, "the effects of education behavioral practices on social adaptation of children with epilepsy," showed that by taking into account factors such as age, occupation, parents, classroom grade average and the whole scale of Social adjustment and in the following formats scales of social and school relationships there are significant differences between the experimental and control groups. That methods of behavioral training can help improvement epilepsy Social adjustment. Frych and Shchmn in the year (2010) pay to evaluate "impact of art therapy in Social adjustment, emotional and educational for children with learning disabilities". Among 93 children with learning disorders, 42 patients of them in the experimental group and 51 in the control group were replaced. Obtained results showed a significant difference between the experimental and control groups. Compatibility children about art therapy had been recovered; but both these groups had equally improvements in terms education. In another study Naraqi, Qobadian, Nadery, Shariatmadari (1390) paid to examine "the role of teaching philosophy to children as research community on social development of Fifth grade male students of primary schools in non-district of a city of Khorramabad ". For this purpose, among ten non-government schools of one area of Khorramabad, a school was randomly selected. This school has two fifth grade classes and number of students in two classes was 60 people that randomly a class were in the control group and an class were in experimental group (N = 30 in each group). Then by using the Vineland Social Maturity questionnaire growth variables of students' social were measured before the implementing the program, there was no significant difference between social development of two groups. Then experimental group during the twelve session, Ninety minutes a week participated in program of teaching philosophy to children and in the end it became clear that implementation of this program has a significant effect in the various dimensions of social development of students, Such as socialization skills, Social adjustment and argued. Also research results of Ghaedi (2009), Roahan Chelsea (1392), Haas (1975), Fisher (2005), Linney and Lynch (2007), Chan Yuk Kong (2007), Reznys Kaya (2008) showed that Using the methodology of teaching philosophy as modern and efficient educational methods, Students have had better performance in reasoning skills, Spirit of inquiry and high level of Social adjustment and achieve further success. The findings of the research hypothesis, consistent with the theory of constructivism. Structuralisms Know Learning as a perceptual process of experience where students pay to thinking through argument discussion that accelerating and facilities Interactive and analysis practice (MacDonald, 1973). This issue is consistent with theory of "functional thinking" or "thought for thought" that is an inclusive definition for educating thinking and philosophy for the children (Lippman, 2003). Through teaching philosophy, can be given objectivity ideals and aspirations intellectual trends and experienced them in practice. Vygotsky believed that Cognitive tasks that children can hardly do it alone, realized with the help of others. What he calls the adjacent area of growth, greatly is influence of dialogue. Children use private speech, especially speech to organize their thinking and behavior. He believes that collaborate with classmates help exploration that this platform is ideal for growing child's cognitive development (Vigotsky, 2001). Lipman is founder of the Philosophy for Children that His program is the best way to strengthen children's thinking. He Knows aim of this program training thinking to children and helping them to make informed choices. In his view, this program seeks to develop the questioner children with critical thinking, Creative and researcher that learn his cognitive ability, self-improvement and solving the problems from the children (Sharif Najafabadi, 2010). In Philosophy for Children, dialogue helps people to amend their thoughts, bring reasons for their beliefs, and explicitly express vague idea, understand the opinions of others and pay to discover and invent new ideas and through this enhance

understanding and their ability to solve problems in life (Ramezani, 2010). One of the most important types of skills that is considered in program of Lipman, is research skills. This skill has been concluded from multi-component, such as ability to explore and question, hypothesized, gathering information, ability analyze the data. All these skills, enables human to know his current positions and by using them pay to predict prospective. Management skills help to human that during forecast, be successful to understand correlation and causal relationships and through this organize and guide their life and reach to accurate recognition from around issues by using methods of prospector in training argue and applying styles of inquiry spirit. In analysis of events can be aware individual from values of individual and collective ability to reason. Experiences and results of individual and individual and group values and fundamental belief can also cause or decline Spirit of inquiry. In the end, according to the findings of this Research and similar studies, it is suggested that perform reforms in the educational system Informal of training programs from day care centers to higher education and programs as teaching philosophy or philosophical thinking to be included in the official curriculum. Teaching philosophy and philosophical thinking reach through interaction and Social adjustment that Children also gain a better understanding of his unknown and have active participation in discover answers and understand the joy of knowing, Find more confidence. Leads to provide such an opportunity that Children respect to others opinions and thoughts and at the same time are encouraged to think about thinking, speech and actions. The researchers also consider limits such as 1. Section 2. Grade 3. Place 4. Number 5. Time 6. Age on subjects. Therefore, due to these restrictions Generalization of the results to larger statistical samples and also other ages should be done with caution.

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