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AN INVESTIGATION OF PRE-SCHOOL TEXTBOOKS BASED ON PROBLEM-SOLVING

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ABSTRACT

Problem-solving is a vital skill for living in present era. Nowadays, in all activities, experts are called to high-level thinking skills and problem-solving, whether in general domain or in technology domain. Despite the claim of spreading of problem-solving skills training, the current education system has not been able to materialize its ideals. Therefore, it seems one of researchers', academics 'and scholars' tasks is the effort to compile models and to propose the strategies which are able to meet the existing needs. The purpose of this study is the investigation of pre-school textbooks based on problem-solving strategy. The present study is a qualitative research which relies on content analysis. The population of the study is all pre-school textbooks published in 2013-14. The sample of the study includes mathematics and intelligencer-school textbooks, workbook of learning alphabet, kid 1, and kid 2, compilationby different publications. The findings reveal that the stage of problem expression in pre-school textbooks is at good level, but concluding stage is allocated weak level. In whole, problem-solving observance in pre-school textbooks are at weak level.

The research lecturer calejfranch .drps (2012)-30-70 normal absolution.

Keywords: Problem-solving, Pre-school, Textbooks, Content analysis

INTRODUCTION

Problem solving in the context of pre-school books as one of the most dramatic manifestation of the idea for this new, very important in today's world. Due to rapid social change, explosions and more complex world in which we live, the need to develop critical and creative minds is more especially beginners It is important that the pre-school. Since the change in all aspects of life in today's world is permanent and inevitable,Education in general and specifically in the curriculum to prepare students for the responsibilities of child Is responsible for dealing with this situation.

The future of any society, the quality and efficiency of education of the child depends on the quality and efficiency of the education system In each country to identify the factors affecting the quality of teaching and the use of new methods of teaching from scratch. One of the most critical needs of children of pre-school education, to the development of human excellence and cultural enrichment occurs. The science of learning and gives the ability to recruit, organize and adjust the settings according to your needs.Problem solving is a critical skill for living in the present day, today, in all activities, the owners into thinking skills and problem solving, whether in the public domain in the area of technology for children to be called.In most communities, all believed that we should concentrate on improving problem solving skills. Generally, the problem is referred to the cognitive process by which a person can be an effective and adaptive strategies to cope with daily problems to discover or invent. The problem of coping strategies that can enhance the personal and social development The problem of coping strategies that can enhance the personal and social development And reduce the stress and psychological symptoms.

The only way of solving skills that can be used to teenage recruits to cope with changing conditions of life and new opportunities to confront, the prepare. Problem solving in students the correct way to deal with the problem can be increased Problem solving requires specific and targeted strategies that defines the person with the problem, the solution is to take a decision,Problem solving strategies and aims at monitoring is done

In this regard, the mission of the school. More important, the school should strengthen the argument for this new thinking, so that they can acquire the ability to correctly judge the facts, opinions, and finally learn how to think about the issues of the late.(MehrMohammdy, 2008) Due to the importance of education in the country, having regard to the thinking and education

textbooks Problem-solving skills of students highlight the effects of textbooks should be developed problem-solving approach in this study we examine the content of school books And the extent of their problem solving to review.

Problem solving is a critical skill for living in the present day, today, in all activities, the owners into thinking skills and problem solving, whether in the public domain in the area of technology, they are called. In most communities, all believed that we should concentrate on improving problem solving skills. In general, problem solving, which are applied to the cognitive By the person to be effective and adaptive strategies to cope with everyday problems is discovered or invented. The problem of coping strategies that can increase stress and personal and social development Symptom and reduces Dezorila, T .j., &Shidi, C. F Therefore, the only way to foster problem-solving skills that can be life learners to cope with changing conditions and new opportunities they face are prepared. Problem solving in students the correct way to deal with the problem can be enhanced.Problem solving requires specific and targeted strategies that defines the person with the problem, the solution is to take a decision, problem solving strategies, and decided to do the monitoring Eliot, TR

Historically, problem solving is one of the educational goals and requirements of the business problem solving by students, teachers and parents were.

Psychologists and theorists emphasize the importance of the activities related to the problem of creating effective learning have emphasized (Ceyf, 2008).

Background research

Internal investigations:

Shahsavan (2011) in his study entitled "The relationship between teaching methods of problem solving and critical thinking development," the relationship between the teaching of problem solving and critical advances paid. In order to achieve the objectives of the study was a questionnaire survey method is used that tool. The results show that the development of critical thinking and problem-solving training, there is a significant relationship.Amir Ahmadi et al. (2012) in his study entitled "content analysis based on the model of problem solving Dewey Elementary Science" seeks to examine the content of fifth grade science book on Dewey's view, the problem is raised. The results show that the general approach to the problem of inadequate and weakBased learning and problem-solving steps to strengthen and develop problem-solving skills and leads to the practice of manipulation The problem-solving skills by learning easy.

Naderi (2012) in his master's thesis on "The Effectiveness of problem solving and creative thinking skills in the first year of high school boys happiness Branch city" is discussed.The results show that students' problem solving and creative thinking will lead to increased happiness. The research hypothesis was confirmed on the basis of problem-solving and creative thinking skills and welfare of students, there was a significant relationship.External investigations:

Sarkorn, P in the study entitled "Factors influencing the ability to solve mathematical problems" to the conclusion that By making them curious to students in classrooms where students are grouped by ability to discuss and exchange Participation in classroom activities seeking to solve mathematical problems.

Siu, AMH, &Shek, DT L in the study entitled "social problem solving skills and education of youth" to the conclusion that teaching problem solving skills orderly behavior and avoid the behavior in the home environment intellectual and the community.

METHODS

The study was a qualitative research is based on Content analysis. NzamMnd process of content analysis can identify, classify, explain, interpret and infer and extract messages, symbols, monuments and find the hidden meanings in written texts, media, and other collections of content-based preschool curriculum and quantitative research methods defined quality Content analysis is used only in cases where we want to go beyond the content of external speech emphasized in this type of analysis Decipher the hidden content and our aim is to investigate the structure of texts and documents.

Pre-school textbook content analysis of a detailed study of deep and complex ways in which By analyzing texts to determine the number of concepts and words in the text introduces preschoolers to the relationship between concepts, meanings, emphasis is And determine the significance and beyond description and classification of new items in the message clear understanding of the situation and political conditions,Social, cultural and economic consequences to interpret the author's message is universal.

The population

The study of the books of the 2012-2013 school year. The sample included mathematics and intelligence preschool books, alphabet books educating children 1 2 book publishing and children are different. As you can see in the table, the number of pre-school mathematics books four books have formed.

Data

The content analysis method was used to collect data. Criteria to evaluate the compliance of pre-school mathematics textbooks to solve the problem. Therefore checklists in Appendix has been prepared according to the process of problem solving and self-made tables have been designed based on checklists.

Statistical methods

The present study is a descriptive research and content analysis was performed. The population of the entire content of the pre-school and the community as a whole is limited by the census was it. In this study, classes, using a box set is based on the problem-solving process.

Content analysis unit consists of a single record, that "as the theme of" the same context, "lessons" to determine the count of the "presence or absence" is. Data collection is a self-made Czech lists.

Table 1: Frequency and percentage of the pre-school textbooks define Courses

Sum	Statement of Problem		Component Book	
	No	Yes		
63	24	39	**Frequency**	1
%100	%38/09	%61/90	**Percent**	
51	-	51	**Frequency**	2
%100	-	%100	**Percent**	
40	26	14	**Frequency**	3
%100	%65	%35	**Percent**	
41	26	15	**Frequency**	4
%100	%63/41	%36/58	**Percent**	
195	76	119	**Frequency**	**Sum**
%100	%38/97	%61/02	**Percent**	

Table 2: Frequency and frequency of data collection phase of the study period, preschool books

Sum	Collect		Component Book	
	No	Yes		
63	35	28	**Frequency**	1
%100	%55/56	%44/44	**Percent**	
51	25	26	**Frequency**	2
%100	%49/02	%50/98	**Percent**	
40	27	13	**Frequency**	3
%100	%67/5	%32/5	**Percent**	

41	27	14	**Frequency**	4
%100	%65/85	%34/14	**Percent**	
195	114	81	**Frequency**	**Sum**
%100	%58/46	%41/53	**Percent**	

Table 3: Frequency and percentage of courses in the theory of pre-school books

Sum	**Hypothesizing**		**Component Book**	
	No	**Yes**		
63	20	43	**Frequency**	1
%100	%31/74	%68/25	**Percent**	
51	20	31	**Frequency**	2
%100	%39/21	%60/78	**Percent**	
40	30	10	**Frequency**	3
%100	%75	%25	**Percent**	
41	23	18	**Frequency**	4
%100	%56/09	%43/90	**Percent**	
195	93	102	**Frequency**	**Sum**
%100	%47/70	%52/30	**Percent**	

Table 4: Frequency and percentage of hypothesis verification stage in the course of pre-school books

Sum	**Hypothesis testing**		**Component Book**	
	No	**Yes**		
63	29	34	**Frequency**	1
%100	%46/03	%53/96	**Percent**	
51	10	41	**Frequency**	2
%100	%19/60	%80/39	**Percent**	
40	26	14	**Frequency**	3
%100	%65	%35	**Percent**	
41	30	11	**Frequency**	4
%100	%73/17	%26/82	**Percent**	
195	95	100	**Frequency**	**Sum**
%100	%48/71	%51/28	**Percent**	

Table 5: Frequency and percentage of the conclusion of the course books preschool period

Sum	Conclusion		Component Book	
	No	Yes		
63	49	14	**Frequency**	1
%100	%77/78	%22/22	**Percent**	
51	39	12	**Frequency**	2
%100	%76/47	%23/52	**Percent**	
40	33	7	**Frequency**	3
%100	%82/5	%17/5	**Percent**	
41	32	9	**Frequency**	4
%100	%78/04	%21/95	**Percent**	
195	153	42	**Frequency**	**Sum**
%100	%78/46	%21/28	**Percent**	

Table 6: Frequency of the problem in the course of pre-school books

Sum	Conclusion	Hypothesis verification	Hypothesizing	Data collection	Statement of Problem	Component / Book	
158	14	34	43	28	39	**Abundance**	**First**
%100	%8.86	%21.51	%27.21	%17.72	%24.68	**Percent**	
171	12	41	31	26	51	**Abundance**	**Second**
%100	%7.01	%23.97	%18.12	%15.20	%29.82	**Percent**	
58	7	14	10	13	14	**Abundance**	**Third**
%100	%12.06	%24.13	%17.24	%22.41	%24.13	**Percent**	
74	9	18	18	14	15	**Abundance**	**Fourth**
%100	%1216	%24.32	%24.32	%18.91	%20.27	**Percent**	

Table 7: Frequency table of the elements of the problem

Sum	Component of problem solving						Component Books	
	All steps	Yes				No		
		Four Steps	Three Steps	Two-phase	one phase			
63	3	9	9	4	4	34	**Frequency**	**First Book**
%100	%4/76	%14/28	%14/28	%6/34	%6/34	%53/96	**Percent**	
51	2	9	6	1	-	33	**Frequency**	**Book II**

%100	%3/92	%17/64	%11/76	%1/96	-	%64/70	**Percent**	
40	4	5	5	-	-	26	**Frequency**	**Book III**
%100	%7/84	%12/51	%12/51	-	-	%65	**Percent**	
41	4	6	4	-	-	27	**Frequency**	**Fourth Book**
%100	%9/75	%14/63	%9/75	-	-	%65/85	**Percent**	
195	13	29	24	5	4	120	**Frequency**	**Sum**
%100	%6/66	%14/87	%12/30	%2/56	%2/05	%61/53	**Percent**	

CONCLUSION

The results showed that in answering the first research question:

1. Is the problem statement, in the course of pre-school books are there?

The findings indicate that the %61/02 of pre-school education text books have described the problem and %38/97 said no problem is presented.

So the answer to the first question must be stated that further research studies of preschool books are an expression of the problem. %61/02 of subjects with high levels of expression in the question.Hosni research findings (2009) that the most elementary lessons, textbooks are an expression of the match. In the course of this research, problem solving basic math book and is the fifth component of the strategy.Joint research between the two is that it could be consistent with the finding of the present study is to investigate.Results of this research study, Amir et al (2012) that the textbook aspect ratio and problem solving skills necessary for the book centered approach is relatively weak, inconsistent.Perhaps one of the reasons for this paradox, the difference between the two research communities. The study sample books preschool period, the sample Amir al, social science book is a primary example.The findings of the present study wasRafie Shad (2005) has stated that most of the high school courses address book issue are inconsistent. Perhaps one reason for this discrepancy, the difference between the population and the method of the research. The study sample of preschool books with content analysis is, however, happy teachers and students in Tehran tall sample survey method is used.The findings of the study Iravany (2003) to "1 Year mathematical content analysis" is about, is not consistent. One main reason for this difference is that the study population is different. The study sample books preschool period, the sample Iravany only math book is the first year of secondary school.

Due to differences in sample statistic.The study sample of preschool books.

The results showed that the answer to the second question: whether the collection of information, in the course of pre-school books are there?

The findings of the study also expressed concern Kamkar(2002) has stated that, where the higher social classes of the issue are inconsistent. The main reason for the discrepancy is due to differences in the sample. The study sample of preschool books.

The results showed that the answer to the second question: whether the collection of information, in the course of pre-school books are there?

The results showed that the answer to the second question: whether the collection of information, in the course of pre-school books are there?

The findings indicate that the %41/53 social studies text books of collected data, % 58/46 said no data are collected.So the answer to the second question must be stated that part of the pre-school book lessons with the gathered information. 53/41% said the collection of data, the average level. Hassni research findings (2009) that the relatively courses fifth grade math book with the collected data are consistent. One key finding of this study is consistent with the findings of Hosni similar in purpose and its components.The findings of this research study, Amir et al (2012) that the information in the materials science book Jm- encourage moderate to low, consistent. One of the reasons for the findings of the present study are consistent with the findings of the study Amir Ahmadi can resemble the components of the research problem solving in elementary school textbooks have been examined.The findings of the study Iravany (2003) that the "content analysis math book 1" is discussed as well as the findings of the study, data collection component Kamkar(2002), where the courses of the Books of collected data are consistent.The results showed that in answering the third research question:

Does the hypothesis, in the course of pre-school books are there?

%52/30 of the course text book theory-building phase, %47/70 said no steps are hypothesizing.

So to answer the third research question should be stated that some of the pre-school education in the book are making assumptions. 52/30% of subjects with the hypothesis, the average level.

The findings of the present study was happy tall (2005) that the extent of the pre-school book lessons with the hypothesis of the match. The findings of the study Iravany (2003) and Eravani (2002) are consistent. Research findings Hasani (2009) and Amir et al (2012) based on the assumption that encourage the very poor condition of the

course books are not kept. Amirahmadi and colleagues acknowledge that their findings Book Review In terms of organizing content based on the assumption of the problem to the author of the book is hidden. One reason for the lack of consistent findings of the present study Hasani (2009) and Amirahmadi (2012) can be the difference in the sample.The results showed that in response to the fourth research question: Does the hypothesis testing, in the course of pre-school books are there?

51/28% of pre-school education text books with the hypothesis of the trial, %48/71 said no phase hypotheses are verified.So to answer the fourth research question must be stated that the extent of pre-school education books of the hypotheses are verified. %51/28 said a trial hypothesis, the average level.Results of this research study Hasani (2009) and Amir Ahmadi et al (2012) based on the assumption that encourage trial in preschool education course books are moderate, inconsistent. These findings indicate that a poor approach to the hypothesis testing are analyzed Books And the issues that are listed in the book of the same activities are generally placed in a problem-solving skills. One reason for the lack of consistent findings of the present study Hasani (2009) and Amirahmadi (2012) can be the difference in the sample.The findings of the present study was Rafie Shad (2005) is inconsistent. Perhaps one reason for this discrepancy, the difference between the population and the method of the research. The study sample of preschool books with content analysis, but the population of the study tall happy teachers and students in Tehran Using the survey.The findings of the study Iravany (2003) that the "content analysis of the first year of high school math book 1" is about, is not consistent. One main reason for this difference is that the study population is different. The study sample books preschool period, the sample Iravany only math book is the first year of secondary school.The fifth study showed that in answering the question: Are the conclusions of the evaluation, in the course of pre-school books are there?

%21/28 of pre-school education text books with the results, %78/46 said no stage are concluded.So in answer to the fifth question must be stated that the extent of pre-school education with the conclusion of the book. %21/28 said it has concluded, is weak.

Results of this research study Hasani (2009) and research Amir Ahmad et al (2012) based on the encouraging results in Books Social Sciences courses, the poor, are consistent. One key finding of this study is consistent with the findings of Hosni similar in purpose and its components.The findings of the study Iravany (2003) to "1 Year

mathematical content analysis" is conducted and the findings at the conclusion of the research component Kamkar (2002stating that the social studies book at the conclusion of the poor match. The main reasons for the inconsistent findings of similar research objectives and components.The results showed that the answer to the main question: Does the course content of preschool books on problem solving process is organized?

%61/53 of pre-school courses, books, without the problem, %2/05 of the %2/56 in two stages, %12/30 in three stages, %14/87 in four steps %6/66 of all phases of problem solving are five steps.So in answer to the main question should be stated that all subjects of preschool books, the sequence of the five methods of problem solving is weak Hasani research findings (2009) that more courses fifth grade math book, five steps of problem solving methods, low level close to the average. Is consistent. In the course of this research, problem solving preschool curriculum is reviewed. One key finding of this study is consistent with the findings of Hosni similar in purpose and its components.The findings of the present study wasRafie Shad (2005), Iravani (2003) and Kamkar (2002) concluded that a component of the course textbook is weak match.The main reason for the inconsistent findings of these studies rely on the analysis of the research skills The problem is in the field of education.

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