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INVESTIGATING THE EFFECTIVENESS OF PROGRAM PHILOSOPHY TO INCREASE CHILDREN'S INTELLIGENCE IN TEHRAN

ZOHREH ARABZADEH[*1], SAFIEH ABDOLAHI[2], SALVA SHAMSEDINI LORY[3]

1: MA, Department of Educational Psychology, North Tehran Branch, Islamic Azad University Tehran, Iran

2: MA, Department of clinical psychology, Kish international branch, Islamic Azad University, Kish Island, Iran

3: PhD Student, Department of Counseling, Young Researchers and Elite Club, Roudehen Branch, Islamic Azad University, Roudehen, Iran

***Corresponding Author: E Mail: behnazmak@yahoo.com**

ABSTRACT

The aim of this study is to evaluate the effectiveness of program Philosophy for Children (p4c) to increase verbal IQ level of pre-school children between aged 5 and 6 years of research institutions and children's creativity is Sari. This semi-experimental study with pre-test and post-test control group design was used. The study population includes all children between aged 5-6 years old children's institutions, research and innovation has been the city of Tehran in 2013-2014, Wechsler intelligence test was carried out on them and the people of average intelligence, 30 people were randomly selected and randomly divided into two groups (15 people) and control group (15 people). Before the implementation of the independent variable "program Philosophy for Children", on the group, both groups before the Wechsler Intelligence Scale for preschool (Vipsi) were measured. At the end of Wechsler intelligence test after completing the training of both groups of preschoolers (Vipsi) were performed. The analysis of covariance was used to test data. The results showed that the program Philosophy for Children (p4c) a significant increase in verbal IQ level of pre-school children aged 5 and 6 years old.

Keywords: Philosophy for Children, verbal IQ

INTRODUCTION

The world is changing quickly, so that students in the last five years has doubled and it is thought that by 2020, human knowledge will double every 73 days, The world of learning to the world beyond the industrial modification. (Costa 2006) Accordingly, actual knowledge that can be expected in the future is difficult to respond to the needs of life, This situation demands that the education system in the skills necessary to get the information, organize information, and the use of focus.(Fisher 2007)

Intellectual skills children need from their early years foundation laid, as spacious seminar in the same year that begins when a child's personality is formed. They should look at their future with an open attitude, broad-minded, self-centered person cannot and does not prejudice. (Mahrozadeh and Ramezan poor 2011). Evidence suggests that current training programs have not been able to think, question, criticize and correct the students improve. If the children a student, thinking, thinking together and working together to come to learn how they can continue learning in their step. (Smith and partners 1992). The necessity and requires the presence of philosophy in life, some experts such as Smith decided that philosophy should be considered as an activity. He confirmed his idea baldness chewing Socrates says Socrates was the first to show that all human life, all the moments and times, and all that in them is, Opportunity to do philosophy. (Smith 1966). Therefore, for anyone with any degree of awareness and knowledge, it is possible that the "philosophical" and think philosophically. Now, with regard to entering the school of philosophy and consequently thinking, what is noteworthy and important, Knowing that the end of the last century there has been a global movement aimed at enhancing the skills of thinking, according to Fisher and training the minds of children. He said: "If children are not encouraged from an early age, they stop thinking and playing with ideas refrain. They must learn to think creatively and to live in a world that is changing rapidly prepare".(Fisher 2007, translated by Safaei Moghadam). With a deep and reflective look at their behavior, we find that a particular feature that makes it easy to adapt to new circumstances will enjoy. The cognitive features unique role in dealing with the complicated world is good. One of the outstanding features-and perhaps unique phenomenon of human intelligence. (Naghash refaili 2006). Multiple and

different are definitions of intelligence. Some intelligence as a single entity and introduce them and others to meet the criteria and the categories are endless. (Klenowski2002)

According to Wechsler opinion (1958) general ability of a person's intelligence to act purposefully and think rationally and effectively with their trading environment. Wechsler intelligence "individual capacity for understanding and overcoming their surroundings" defines all three of its scale in line with this definition is created. Each set includes Wechsler scale test different abilities and combine them to assess the capacity and ability of general intelligence offers. Moreover, all three of the scale of both the verbal and non-verbal (practical) is formed. (Razavieh and partners 2012).

The practical benefit of this division and the diagnostic value is not in any way indicates the presence of different kinds of intelligence.

Because of the classification scale to test several different intelligences does not believe there is, but its practical benefits. The Wechsler Intelligence is a continuous feature. This is the characteristic of all ages and does not mean that intelligence during childhood or adolescence and adulthood childhood thing and something else. Wechsler Intelligence Scale for the preparation of the period (4 to 6 years) to ensure that the capabilities of the intended holding period, after which they interpreted as intelligence is measured, Should provide a test of intelligence based on the immutability means of different ages, and the continuity of the structure over time, it is included. This principle has been used in preparing the scale Vipsi and a lot of questions that were the same as in whiskey or simplified it. Wechsler Intelligence Scale for preschool period (Vipsi) based on the Wechsler scale for children (Waske) provided and continue to measure intelligence in children 4 to 5 to 6 years. This scale is a complementary test. Thus Vipsi 11 6 test of verbal and non verbal 5.(Razavieh and Shamim2012). The test of this scale is as follows: Verbal Scale includes Subtests information, vocabulary, calculating similarities, understanding and sentences (complete test) is and practical scale Subtests Animal House, complete images, mazes, cube design and the geometry designs.(Sharifi 2003). Therefore, considering the fact, in this study we examine the subject of whether the program Philosophy for Children (p4c) is effective in improving children's verbal intelligence?

MATERIALS AND METHODS

This semi-experimental study with pre-test and post-test control group design was used.

The study population includes all children between aged 5-6 years old children's institutions, research and innovation has been the city of Tehran in 2013-2014, Wechsler intelligence test was carried out on them and the people of average intelligence, 30 people were randomly selected and randomly divided into two groups (15 people) and control group (15 people). Before the implementation of the independent variable "program Philosophy for Children", on the group, both groups before the Wechsler Intelligence Scale for preschool (Vipsi) were measured. At the end of Wechsler intelligence test after completing the training of both groups of preschoolers (Vipsi) were performed. The analysis of covariance was used to test data.

RESULTS

First main hypothesis: Philosophy for Children program (p4c) an increase in verbal IQ level of pre-school children aged 5 and 6 years of study and creativity of children Tehran institutions effective (Table 1).

Assumption of homogeneity of covariance between the two groups was evaluated using Levine and Levine at 0.05 is given that the F-value not significant the significant level (sig) the assumption of homogeneity of covariance was more than 0.05 data and the regression slope is established (Table 2).

According to the table 3 of 5.08 = F degrees of freedom (1, 27) in the sense 0.05 because it is that significant levels (0.032 = sig) is smaller than 0.05 error. Therefore it can be concluded that the effectiveness of teaching philosophy for children 6-5 years to increase the impact of their verbal IQ and the ETA show that the effect is 16%. The test can indicate the amount of 43% adequate statistical sample is analyzed the research hypothesis is confirmed with 95% certainty, the comparison between the control group and the test shows that the average group has increased in the post-test Therefore, it can be stated that the increase in verbal IQ is affecting teaching philosophy.

The verbal IQ tests than the control group and the test after two months of training.

The data table 4 shows that the average verbal IQ test group after two months of training showed significant differences in the mean posttest control group The difference t-test for two independent groups have shown significant because the level was significantly smaller than 0.05 with 95% confidence it can be judged that Lasting effect of an increase in verbal IQ students are confirmed. The data table 4 shows that the frequency of tests after training at moderate to high IQ Prevalence was higher than the control group in the experiment.

Table 1 shows the results of tests to check the homogeneity of the covariance between the group Levin

Variable	F	df1	df2	Sig
Overall IQ	3.91	1	28	0.053

Table 2 shows the results of analysis of covariance in H1

Sources changes	Total squares	Degrees of freedom	Mean square	F	Confidence level	Eta coefficient	Ability test
Diffraction effect	568.82	1	568.82	24.35	0.000	0.47	0.47
The effect of group	118.83	1	118.83	5.08	0.032	0.16	0.43
Error rate	630.64	27	23.35	-			
Total corrected	1318.29	29	-				

Table 3 shows the results of the independent t-test the main hypothesis 1

Groups	Average IQ	Standard deviation	T amount	Degree of freedom	Confidence level
test	107.80	5.03	2.12	28	0.043
Witness	103.40	6.25			

Table 4 Frequency verbal IQ samples to separate the two groups in the pre-test and post-test training and control

IQ range	Pretest		Posttest	
	Test	Witness	Test	Witness
Average (90-109)	15	15	10	12
Upper intermediate(110-119)	-	-	5	3
Clever(120-129)	-	-	-	-
Fast learner(130-140)	-	-	-	-

DISCUSSION

The first sub-hypothesis showed that verbal IQ level of pre-school children aged 5 and 6 years of significant impact of the program's philosophy is accepted. In other words, the program of philosophy for children have been significant differences in verbal IQ than verbal IQ test group of children who had been running the program for them, create. The explanation of these results can be stated that the child's verbal IQ as a kind of intelligence that can be used most effectively and sometimes other languages as native language is spoken or written, In addition to being affected by them is thinking aloud, spatial thinking and influenced their mental abstractions, And we can say without thinking abstractly about space and the practical and everyday words can not implement them, Because the actions and verbal statements requires an accurate mental map to be implemented. Teaching philosophy and abstract thinking as one of the important ways in the implementation of the mental map of the human beings, especially children (due to the impact factor of their mid-end) is. According to Lympin and colleagues that the purpose of teaching philosophy to children, learning through talks philosophical method philosophical thinking

is that most of the Socratic method .Therefore, considering the philosophy in the sense of teaching philosophy to children to follow the example of a research is approach to training. His goal is to educate and help children make informed choices is thinking. According to him, the program Philosophy for Children, a program that seeks to "philosophy" and thinking in new ways, simple and without ambiguity and abstraction to teach young children and students. In this program, teacher or coach in a less formal environment and dry like class, with children in a roundtable setting, Methods for their discussion and questions and answers on the ballot. It is more about content-driven stories that fit the age of the children and young people with a philosophical theme - specific arguments set. At the end of each of the questions posed by the substance of the discussion and debate and provide a source. The stories that fit the realities of everyday life and ordinary students, the children get to express their vote in that regard is stopped. Coach or teacher simply repeated design questions and try to monitor and manage the dialogue. Due to such a process of teaching philosophy and philosophical thinking in children, obviously, the children of verbal and mental and abstract thinking in the classroom and exchanges between the individual companies And accordingly verbal IQ and the ability to talk to children and, most importantly, developing vocabulary and active mind creates. This is obviously due to the characteristics of verbal intelligence and consequently increasing the ability of verbal children. The results of the study hypothesis for research by Pirani,Bani jamali,Ahadi and Hatami(2012) "The effectiveness of teaching philosophy students in moral judgment,Tajali niya(2011) Entitled "The Effect of Philosophy for Children program to reduce anger first grade high school students in Tehran".Erfani,Karimi,Shabiri and Atar (2011) "The impact of teaching philosophy to children in problem solving skills and creativity of the students".Naji and Ghazinezhad (2007) Entitled "Evaluation of the results of the philosophy program for children on the child's behavior and reasoning skills", Mohamadi, Shaghaghi, Agh yousefi in the year (2009) Entitled "Philosophy for Children curriculum impact on the development of cognitive, mathematical-logical intelligence quotient (IQ)",Marashi,Safaei,Moghadam and Khazami(2012),Hedayati and Zaribaf(2012) The effect of teaching philosophy to children by community research programs, the development of moral judgment and research Lipman and Bearman(1970),Teriki and

Taping(2004),Fisher(2005) Venter and Higgs(2014).

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