The Effect of P4C (Process & Content Approach) on Creativity of the Six Grade Students
(Case Study: Sixth Grade Male Students of Jolge Rokh Area)

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Abstract: the aim of this study was the research of effect of philosophy for children (p4c) as a process approach and content approach on creativity sixth grade male students. for this, after the select of three schools by cluster sampling method (2 schools as a experimental groups and another school as a control group) used from creativity thinking questioner for 12 weeks. the researches based on posttest show that change the layout of the class and the use of philosophical thought-provoking stories could stimulate students' creativity in art lesson and forced them into thinking.

Keywords: P4C, Process & Content Approach, Students

Introduction

"With the escalation of the Vietnam War in the mid-1960s, the ethical arguments about the wisdom of the war and the problems of society was debated, then the question was; If education is supposed to teach thinking to young people, So why many products of the education system could not thinking, Lipman concerned about the level and quality of the arguments presented by the American-educated citizens” (Ndofirepi, 2011: 247)

In the second half of the twentieth century, Lipman by design of philosophy program for children (Philosophy for Children) attempted to overcome to the failure of the educational system based on memorized content, and in Confrontation of his students he found that reasoning capabilities and their judgment are underdeveloped and believed that teaching of thinking must be done in childhood, so it is necessary to teach children how to think in the early years of school.

"If children while studying in school do not learn thinking, how can they continue to learning? It’s very important to develop mental faculties in the school “(Smith and Holfish, 1371: 9)

In fact Lipman tried to design the process of activities by telling the story and in such way he could develop thinking from childhood and early years of the school. Lipman considered philosophy as an “activity” of the “intellectual activity” Lipman (1993: 682) states:

Nowadays, there is a clear distinction between “teaching for thinking” and “teaching about thinking”. Philosophy for Children emphasized on the “teaching for thinking”. By this knowledge that Thinking about a problem could be happened “about” Every issue, even the process of thinking, but “ teaching about thinking “ More than learning about the ocean and butterflies and … does not guarantee the development of individual's skills . (Quoted from Amy and Gharamaleki, 2006).

By these conditions Lipman could designed Philosophy for Children program in 1970 at Montclair State University in New Jersey, USA. Lipman’s success caused an increasing interest and attention of many people in different countries to this program.

"Philosophy for Children (p4c) was a thinking skills program that was developed in 1980 by Lipman and Sharp. It has an international reputation and have used in more than 50 countries around the world. (Lyle &Williams, 2012: 2)

Use of this philosophy in educational programs had a different titles include Philosophy for children, philosophy with children or the philosophical research community. Naji (2009&2010) mentioning some fans in philosophy for children in different countries of the world including Borg, Smith, Sproed, Magee and Millot in Australia; Retynskikh in Russia; Sasseville in Canada; Fisher, Murris and Haynes in Britain; Leeuw in the Netherlands; Olshlt in Norway; Brenifier in France and Jespersen in Denmark; who develop philosophy for children in their own countries and even with changes in Lipman’s design presented Similar versions and sometimes different from that.

Lipman for teaching to children used the processes and procedures such as community research to provide philosophizing to children, Although Method Orientation of Lipman was welcomed into consideration but gradually Due to content of the new approaches, such as philosophy with children that briefly called PWC in Sophie’s World reaches to its peak.
In this article we will be discussed about Philosophy for Children and the questions rise about method-oriented or content-oriented of this approach. For this purpose, first we review the evolution of the philosophy program for children the emergence of a process approach (p4c) to criticize this approach and attention to the content.

**Method-oriented approach of Lipman (emphasizing the philosophical activity)**

In the second half of the twentieth century, there was much criticism to the inefficiency of education, Lipman by criticizing of the theme-based programs, Process and design process-oriented programs in education, knows as the only solution for this problem.

“Subject matter curriculum is kind of the transfer consciously and deliberately adult perspective about the newfound generation. Subject matter curriculum organized hierarchy. In contrast, subject-based curriculum, test-oriented, progressive and pro-authenticity of reconstruction, has a higher attention to the process of learning than obtain the program content. This process-oriented planning often called as an activity/experience-based or problem-solving activity. (Gutek 2006:19)

In recent years, the process approach in education, has become widely accepted, so naturally philosophizing in the process of philosophy for children is so important. In this approach, the students are actively involved in teaching and all of his scientific skills are developed, the teacher organizing dedicated resources and learning is performed through active participation of students in the teaching-learning process.

“This program instead of following the presentation of philosophical issues to other philosophers or solve their problems, Seek creating opportunities in which students in which students solve their problems by doing intellectual tasks. "(Lipman, 1991: 43)

Lipman by designing philosophy for children in the productive processes. The philosophy program for children considered (Lipman, 1991), attempts to provide the conditions that will help strengthen the process of philosophizing some skills in children including:

Skills to ask questions
reasoning skills
creative thinking skills
communication skills
investigative skills
evaluation skills

That by allowing for constructive interaction in class, the program is considered active pattern.

The revolutionary nature of philosophy for children can only be understood in relation to the active engagement in class, Where questions asked by the teacher and each of students are involved in response and the interaction with the teacher and their friends. (Lyle & Williams, 2012: 2).

To succeed in classroom discussion Lipman knew the story as a perfect tools for the development of thinking.

"Lipman in a series of textbooks on philosophy for children, is provided kind of Critical Thinking For education that it shows how children spend much of their time to thinking about thinking" (Farmahini Farahani, 2009: 49)

What can understand from Lipman work is that the process of philosophizing in projecting stories more than anything else is considered, so that everything is overshadowed by the process of philosophizing.

Lipman With emphasis on this methods, we can said, stories in Lipman plan for success in the research community, to the question, similar questions in the FAQ Socratic, is prominent in the minds of children.

Safai Moghadam and et al (2007: 38-39) the Socratic questions on the philosophy stories for children include:

The explanatory questions: ................. What’s your opinion when you say? Can you say an example.......................?

Questions to search for hypotheses include: what’s her Hypothesis? Why do some people have such a hypothesis?

Questions are presented to uncover evidence? What is your reason? Is that enough?

Questions about views: is there any way to provide it?

Questions to explore and understand the concepts and theorems are the results: what is your opinion when you said “ It’s not a Ethnical Issue? What is the logical consequence of your opinion?

A question about questions: Do you think that this is a good question? This question is related to what? ”.

“Process-approach represents the kind of plan of research questions; questions beyond the conceptual questions in the learning process” (Gregory, 2008). Features of philosophy does not described by content or subject of study, but it is characterized by the approach or method that be used (Finocchiaro, 1993). In teaching philosophy to children, method-oriented approach is not focused deliberately on philosophers and their thoughts (Bagheri and Yari Dehnavi, 2010). Lipman's educational philosophy is to make the child's mind in trying to meet the need and desire he has to say. In this approach, multidimensional thinking means the critical thinking, creative thinking and caring thinking (care). In this regard Lipman proposed 30 separate skill that children must learn in the research community. Tuvitz (2005) stated:

Research community allowing the children to focus on the explore level and rational consideration of discussion, because questioning is never-ending at their mind, and Lipman believed that in research community we have to plan socratic
questions. relationship in which the teacher assess the capacity of creative and critical thinking of children. (Hedaiati, et al., 2010: 139)

Process-driven approach in the philosophy program for children by providing training in the ring of explore provides dynamic and active education. however, the major problem is that any content cannot develop seeking truth and thoughts.

"Lipman in the first changing his own style in physical condition and posture of the students. the best situation to establish active participation of children is to sit them as form of circle, then ask them to read the certain stories together and talk about interesting things. the Stories criterion selection is about questions, issues and ideas that could provoke them to plan and continuity of discussion Search "(Kam, 2001: 8).

How to engage children in the philosophy classroom shown in figure 1.

![Figure 1. interaction between children at Philosophy class](image)

Philosophy for Children in Lipman approach in order to develop the research process therefore the classroom is as a research community and the physical structure of the class provide opportunities to connect with each other for the students in this situation students discuss about their interest and this interests provide research and joint, so in this way the formation of ideas of students has been created.

**Content-oriented approach**

Using the philosophy for growth has a long tradition of excellence in human life, one of the reasons for the importance of specific philosophical questions and answers, study what the substantive issues to be very important philosophy because familiarity with the philosophers in dealing with Problems can result in answers that reflect long table became philosophers. Islami (1384) states, in the field of English language teaching philosophy remains what books represent three distinct teaching philosophy; the first academic works, which seeks clear and detailed picture of the issues raised in their philosophy. From novels or plays is expressed.

Methods of teaching philosophy shown in Figure 2.
In practice the philosophy of has a high standing. Yuso (2007) states: Hegel opposed to separate the philosophy from content, Hegel Criticized the practice of Hegel Opposed to Separate the philosophy from content, Hegel criticized practice of philosophy teachers who's tart teaching philosophy (philosophize) by separating the content In his opinion it is as if the shadow (quoted Bagheri and yavari Dehnavi, 2010). check philosophical content, collective experience of many people in the years that views itself and the public dependency and time cannot be philosophy.

"Historical ties, necessary and essential characteristics of philosophical thought. Some contemporary philosophers believe philosophical concern continuity of their philosophical predecessors and its related activities. To claim these philosophers set of issues and questions that are characteristic philosophical work has been and will be. as Stuart Hampshire said :six words on a main interest in the philosophical tradition of the Greek philosophers and the west show that they are there, truth, knowledge, goodness, identity (sameness), because "(Bvntmpv and O'Dell (Bontempo. & Odel), 2007: 2012). In discussing the importance of the content of philosophy Garder (1390: 25) states: "If philosophy wants to survive must not break from their roots and this is what the west followed the teaching of philosophy books. In Philosophical novel Sophie's World unknown to Sophie, also sends a first attempt with questions such as, (Who are you) wonder induce him and thus force him philosophizing, because he believes that, for the only philosopher It is enough talent that we remain puzzled about themselves. Aristotle mentions that the cause of turning to philosophy two thousand years ago has quoted it's still true. "

Content-oriented approach and a multilateral set of questions comes into action when the content includes concepts such as justice, person, thought, beauty, truth, and good subjects, and help children to knows their aspects of philosophical-experiences (Gregory, 2008). Bagheri and Yavari Dehnavi (2010) stated, Content-oriented approach provide a series of philosophical thoughts on the West to the children in story form as in Sophie's World (Sofies verden) from, “ Gaarder”. This approach is the same philosophy with children (PWC), which aims to raise children as philosophers in this program and will benefit from discussing philosophical ideas. Sutcliffe (1387) states that:

"Philosophy with children (PWC) will benefit from discussions about philosophical ideas, but not only through stories written for children” (Messianic, 2009: 88).

Evolution of Philosophy for Children program is expanding the tend to use the philosophical ideas into fiction and increased use of Fiction with enriched philosophical and we can saw it in Christian Andersen story by Yaspersen and enjoying rich and ancient stories of philosophy can be found by Fisher.

What comes as a strong point of content-oriented approach is at looking carefully to the content of philosophical issues that involved minds and provoke curiosity, but it requires a deliberate process that can provide explore in philosophy.

Creativity Thinking

Theories of creativity (particularly investigation of why some people are more creative than others) have focused on a variety of aspects. the dominant factors are usually identified as "the four Ps" — process, product, person and place (according to Mel Rhodes,1961).

A focus on process is shown in cognitive approaches that try to describe thought mechanisms and techniques for creative thinking. theories invoking divergent rather than convergent thinking (such as Guilford), or those describing the staging of the creative process (such as Wallas) are primarily theories of creative process. a focus on creative product usually appears in attempts to measure creativity (psychometrics, see below) and in creative ideas framed as successful memes.(Rajai,2014)

The psychometric approach to creativity reveals that it also involves the ability to produce more.

A focus on the nature of the creative person considers more general intellectual habits, such as openness, levels of ideation, autonomy, expertise, exploratory behavior and so on. a focus on place considers the circumstances in which creativity
flourishes, such as degrees of autonomy, access to resources and the nature of gatekeepers. Creative lifestyles are characterized by nonconforming attitudes and behaviors as well as flexibility.

The overall goal

The effect of Philosophy for Children (as a process & content) on creativity thinking in primary sixth grade male students

Research methodology

For this purpose, selected 3 classes from eleven classes of boys school by cluster sample, the other were considered one class as a control group and and two others as a experimental groups (a class as a content group and another class as a process group “n = 10”).

In accordance with the following table:

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First implementation of creativity thinking questionnaire among students both experimental and control groups and sign points in the questionnaire, Was used for 12 weeks in the classroom thinking and research (experimental groups) or a process approach and as philosophical thought-provoking stories and words related questions that who will live in them thinking and curiosity in finding the correct answer, about the content approach group, by changing the layout of the class and interchange about the textbook matters and try to find correct answers by students themselves too . during the 12 weeks and by contoroling by the phylasophy coach to coordinate and expression of questions in order of importance and set the conditions for a thoughtful silence too, tried to be philosophical implications of the coach that same thinking in terms of providing opportunities for students.

Then after about 12 weeks when the same test was done without changing the questions and analysis the test scores by SPSS software, were realized as a result of changes in the method and the researcher's hypothesis was significant that philosophy for children as a process and content, has a significant impact on creativity thinking sixth grade male students.

The first, consider using independent t-test the homogeneity of two experimental groups and control group, then the test (T) pair looked at the impact of philosophy for children with self-process approach on creativity thinking of students to evaluate the relationship between study population before and after the test and about the second experimental group too.

Conclusion

In the interpretation of the results that "philosophy for children as the process and content has an impact on creativity thinking sixth grade male students in Jolgeh rokh area " we should say that:

The concept of philosophy can be a string or a framework of knowledge or in the sense of philosophizing that emphasized the training of thinking the process of thinking, even thinking anything could include. also, can be irrational and uncritical thinking which is not reform.

Check the contents of the curriculum of philosophy for children (P4C) and process of philosophizing states the possibility of philosophizing with dealing to the amazing themes and critical way. by the way, guarantee its impact, combined with the approach of philosophy for children's content.

The emphasis is on the process of philosophizing in the philosophy program for children (P4C) of course without disregarding the philosophical content, thereby achieving the correct form of thinking and philosophizing but, if someone look it without any background in philosophy for children (p4c), not something of philosophy in it.

Hegel (1984, 446) believed:" the human mind can not think in a vacuum"( Quoted Bagheri and Dehnavi, 1388: 35). as the name implies, a process or method approach is given the context and the way of thinking in a particular field and achieve a specific result through the answers to some questions.

According to the test results, with thought-provoking stories and guide the students to see the correct answers to questions about the story, can be made to reflect the child's this thinking will lead the child toward self- awareness and with his/her surround that the result of creativity thinking for
Scientific and practical suggestions:

According to the hypothesis of the Philosophy For Children influence on the increase in creativity thinking recommended that should be used the program Philosophy for Children in schools.

Researchers investigate the impact of other approaches of philosophy for children(p4c) on creativity thinking of students.

Textbook authors with aware of the impact of the philosophy program for children, more use the relevant content in textbook compilation.

Planning to train of the teachers to correct implementation of the philosophy for children program.

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Mel Rhodes in his 1961/1987 article titled 'An analysis of creativity' had already identified these exact same four Ps' of creativity


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