Effect Of The P4C (Philosophy For Children As A Content Approach) On Moral Gudgment Of sixth Grade Students (Case Study:Jolgeh Rokh Area)

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Abstract: The purpose of this study, how to raise the level of moral judgment male students with different holding art shows class. Research shows that students' Ethical behavior increases by using the content approach of philosophy for children (p4c) and change the layout class, thought-provoking answers to some questions about the problems of the matters of textbook content, attention to student participation. The present study was conducted as a case study (sixth grade male student of Jolgeh Rokh area) determination of two experimental and control groups that were selected by cluster sampling. The analysis of the results of the questionnaire results in a significant pre-test and post-test showed the effectiveness of this approach was the accretion of ethical behavior among the students and can ensure the success of students' social life.

Keywords: Philosophy for Children, content approach, ethnical behavior, moral judgement.

Introduction
While in the second half of this century, there is some evidence of the ineffectiveness of education for example Unrest in the community, conflict and lawlessness that which represents man's inability to deal with life's problems was the intellectual force. It is worth mentioning with the escalation of the Vietnam war in the mid-1960s, were discussed moral arguments about the wisdom of the war and the problems of the community and ask that if education is to teach thinking to young than, why can not think of many products of the education system.

Lipman was concerned about the level and quality of the arguments presented by the American-educated citizens) (Ndofirepi, 2011: 247) approach to education into two distinct species, the process and content approaches, despite the emphasis Lippmann process approach and philosophy for children that called as short short (P4C), its one of the important educational programs and considers that many of those involved in education.

Background of research:
There were an evidence of inefficiency of education and training of USA in the second half of the twentieth century, among the most important reasons, unrest in public life, war, conflict and lawlessness that represents man's inability to use of mental faculties to deal with the problems of life.

"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:
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 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, Sprod, Magee and Millet in Australia; Retyunskikh 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.

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.

![Figure 1. methods of teaching philosophy](image)

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 start 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 "(Bontempo and O'Dell, 2007: 2012).

In discussing the importance of the content of philosophy Gardner (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 see 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.

Moral development (moral judgment):
**Lawrence Kohlberg's stages of moral development**

The theory holds that moral reasoning, the basis for ethical behavior, has six identifiable developmental stages, each more adequate at responding to moral dilemmas than its predecessor. Kohlberg followed the development of moral judgment far beyond the ages studied earlier by Piaget, who also claimed that logic and morality develop through constructive stages. Expanding on Piaget's work, Kohlberg determined that the process of moral development was principally concerned with justice, and that it continued throughout the individual's lifetime, a notion that spawned dialogue on the philosophical implications of such research.

The six stages of moral development are grouped into three levels: pre-conventional morality, conventional morality, and post-conventional morality.

For his studies, Kohlberg relied on stories such as the Heinz dilemma, and was interested in how individuals would justify their actions if placed in similar moral dilemmas. He then analyzed the form of moral reasoning displayed, rather than its conclusion, and classified it as belonging to one of six distinct stages.

There have been critiques of the theory from several perspectives. Arguments include that it emphasizes justice to the exclusion of other moral values, such as caring; that there is such an overlap between stages that they should more properly be regarded as separate domains; or that evaluations of the reasons for moral choices are mostly post hoc rationalizations (by both decision makers and psychologists studying them) of essentially intuitive decisions.

Nevertheless, an entirely new field within psychology was created as a direct result of Kohlberg's theory, and according to Haggblom et al. Study of the most eminent psychologists of the 20th century, Kohlberg was the 16th most frequently cited psychologist in introductory psychology textbooks throughout the century, as well as the 30th most eminent overall.

Kohlberg's scale is about how people justify behaviors and his stages are not a method of ranking how moral someone's behavior is. There should, however, be a correlation between how someone scores on the scale and how they behave, and the general hypothesis is that moral behaviour is more responsible, consistent and predictable from people at higher levels.

**Stages**

Kohlberg's six stages can be more generally grouped into three levels of two stages each: pre-conventional, conventional and post-conventional. following Piaget's constructivist requirements for a stage model, as described in his theory of cognitive development, it is extremely rare to regress in stages—to lose the use of higher stage abilities. Stages cannot be skipped; each provides a new and necessary perspective, more comprehensive and differentiated than its predecessors but integrated with them.

**Level 1 (Pre-Conventional)**
1. Obedience and punishment orientation
   (How can I avoid punishment?)
2. Self-interest orientation
   (What's in it for me?)
   (Paying for a benefit)
**Level 2 (Conventional)**
3. Interpersonal accord and conformity
(Social norms)
(The good boy/girl attitude)
4. Authority and social-order maintaining orientation
   (Law and order morality)
   Level 3 (Post-Conventional)
5. Social contract orientation
6. Universal ethical principles
   (Principled conscience)

The main objective
The effect of Philosophy for Children (philosophy as a content) to increase moral judgment sixth grade elementary school students.

The big question
The main question raised in this research: do philosophy for children as a process can have a significant effect on students' moral judgment?

Research methodology
In each study, according to its purpose and nature of specific methods and tools used. In the study, researchers found that the researcher's method or approach closer and easier to reach possible answers. the first step in the investigation was to identify problem areas and when problems are identified that require review.

Next steps of collecting information, analyzing data and outlines the factors that are associated with the problem, are considered. One of the requirements is researching a method to achieve the goal.

The present study is a quasi-experimental, and the pre-test - post-test two experimental groups and one control group was used and the influence of influencing variables (process approach) on the variable bonding (moral judgment) is measured. A suitable example of the first sampling cluster sampling (multi grade schools and school classes from a single base) selected and randomly into two groups (class); a group as an experimental group and a control group of their choice and moral judgment test taken before the situation gets measured. Then the experimental group for 12 weeks of the process approach (use of philosophical thought-provoking stories) Then, the two groups were moral judgment test, to measure the impact of process approach.

The population of this study included all girls elementary schools in the plains sixth grade students during the academic year of 2015-2016 in Iran. in this study, the sample size in each group of 10 students, who were selected by multistage cluster sampling. then was considered a sixth grade class schools as an experimental group and a class as a control group.

Sampling methods
Sampling means removing all or a portion of any community or society as a whole is represented by (Kerlinjer, 2008). In general, the sample can be placed in two broad categories of possible probable. In random sampling each of the parts of the population, to engage in a probability sample of equal or unequal are equal to zero. In non-probability samples rather than relying on luck factor with the help of human judgment, the judgment which is formed by a series of information and interests.

Materials
Tools used in this test of moral judgment questionnaire (MJ t) and its reliability validity is as follows:

Reliability and Validity
In research of Marashi (2011), to run on a sample of 60 subjects studied population, the reliability of the test was determined. Cronbach's alpha and split-half reliability coefficients were used to calculate with, respectively, 61 percent and 62 percent, respectively. These coefficients are relatively satisfactory. Also, to determine the validity, in the view of experts in this field was used.

For this purpose, a questionnaire after some changes in the questions by several professors and experts in the field of education and the number of questions correct with their comments and suggestions in the final version, was ready to run a test with 35 questions.
To investigate the effect of Philosophy for Children as a process of increasing moral judgment, paired T-test and post-test to compare mean scores of the experimental group were used creatively. Because according to the results, the paired T test at 95 percent significance level equal to 0.000 and less than 0.05. Therefore, the null hypothesis is rejected similar means and This means that there is a significant difference between the pre-test and post-test and this shows the influence of philosophy for children as a process of accretion moral judgments of students.

Marashi (2005) in his doctoral thesis entitled “the effect of social method of teaching philosophy to children in the program on the development of reasoning skills, and strengthening correct behavior of male students in grade three government model schools in Ahvaz,” he concluded that the practice of community in the classroom can positively affect students' reasoning skills, the results of this study are consistent with the findings of research conducted outside Iran.

Cummings (1981) in a study of 32 US fifth grade elementary school students in two experimental and control groups, each group of sixteen people, using pre-test and post-test showed that the philosophical approach can be useful in improving skills, logical reasoning and critical.

**Scientific and practical suggestions**

Research conducted on students doing the research that can be done to influence boys' school, check it out. You can also ineffective different variables on the basis of the sixth grade or even looked at other grade levels. Holding the sections about the philosophy for children for teachers direction to teaching Philosophy for Children. Holding some meetings for parents to become familiar with philosophy for children.

According to this study and other studies in this regard determine the effects Philosophy for Children in educating children, perhaps the time has come for the art class of soulless routine and run it as a conventional left and it presents methods education virtuoso and discover and strengthen students' artistic talents and the field of speculation with art feature story provides and we can throw the discover arrow and thinking arrow with nurture talent at the same time thinking of the perfect man to reveal God to live in community with satisfaction that the main purpose of education.

| Table 1 |
|---|---|---|
| **E group** | Questionnaire of moral judgement | Process approach |
| **C group** | Questionnaire of moral judgement | Conventional methods |

| **Table 2** |
|---|---|---|
| **STANDARD DEVIATION** | **AVARAGE** | **N** |
| Pre test | 2/4817 | 30 |
| Post test | 4/3501 | 30 |

| **Table 3. T-test output** |
|---|---|---|---|
| **Sig** | **T** | **DF** | **AVARAGE** |
| 0/000 | 13/317 | 14 | 1/8583 |

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