



Philosophy for Children (P4C): Integrated Approach to Teaching Thinking (Process Approach and Content Approach)

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ABSTRACT

The purpose of this paper is a reflection on two common approaches Process Approach and Content Approach to P4C and The answer to this question that; Is it possible to Integrated approach the Philosophy for Children achieved? Accordingly, First, the approach of content and process Evaluated and Has been Reflection on the strengths and shortcomings and after Integrated approach is proposed as an alternative to existing approaches, and has been describe how this approach. one of the achievements This article is; Emphasis will philosophises Cause To form Process Approach Like What Lippman did Another Content Approach Trying to Philosophical ideas To express The story stated as it could be found in the Gaarder's work, "Sophie's world"; Consequently, should be the philosophy for children Combining both content-approach and Process Approach Knew that The content of the story with philosophical themes Their designs The community of inquiry will find.

Keywords: Philosophy for Children, Content Approach, process Approach

Introduction

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

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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, Sprod, Magee and Millet in Australia;



Retyunskikh in Russia; Sasseville in Canada; Fisher, Murriss 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:

1. The explanatory questions: What’s your opinion when you say? Can you say an example.....?
2. Questions to search for hypotheses include: what’s her Hypothesis? Why do some people have such a hypothesis?



3. Questions are presented to uncover evidence? What is your reason? Is that enough?
4. Questions about views: is there any way to provide it?
5. 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?
6. 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 Lippman 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 assessment 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

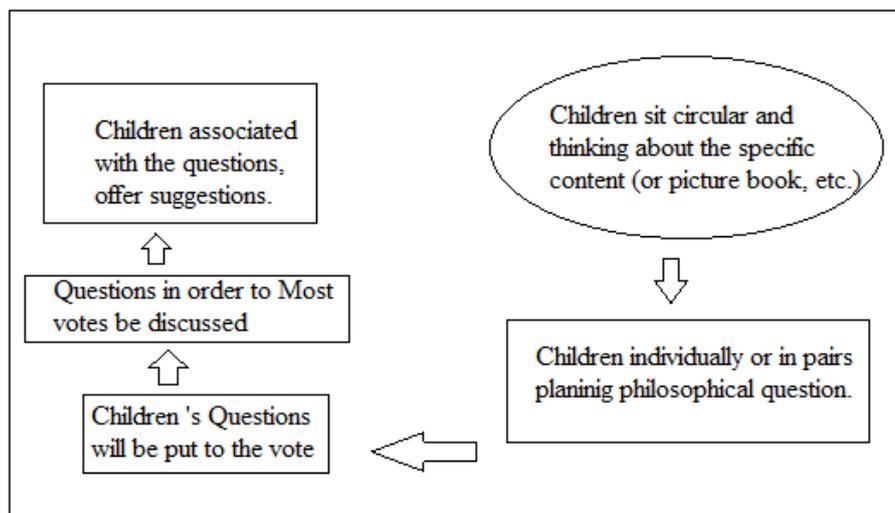


Figure 1: interaction between children at Philosophy class

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.

3.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.

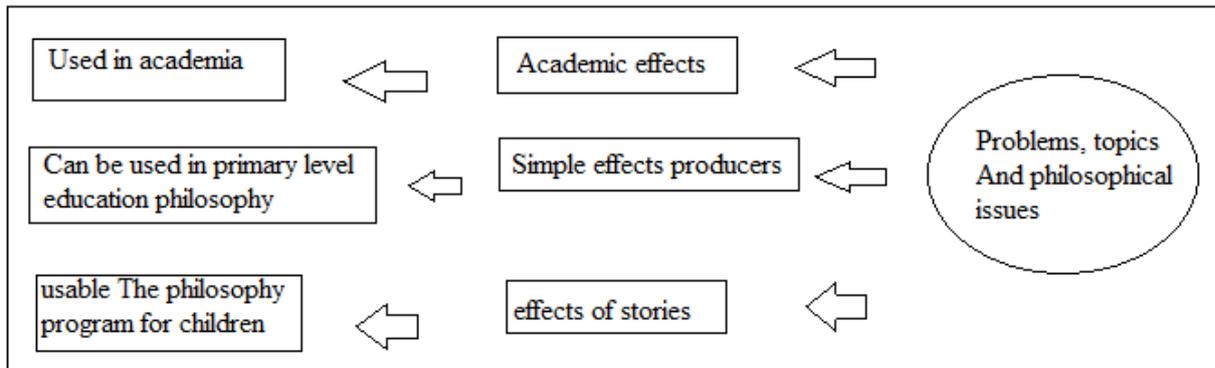


Figure (2) methods of teaching philosophy

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 whos 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 see it in Christian Andersen's 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.

4. Philosophy for Children as a process and content

As mentioned above, the integrated approach where the benefits of both approaches are used to highlights. Criticism of the approach in the process neglecting the philosophical content of the Lipmann's method-oriented that reduced philosophy to logic.

According to some critics worry about the lack of attention to the content in the philosophy program for children can be found. Including some worry that the philosophy program for children rely only on achieving personal experience. And philosophy is separated from its date and the lack of methods philosophizing content approach highlights the necessity of using an integrated approach where the benefits of both approaches are used.

According to some critics, the mainly concern in philosophy program is lack of attention to the content, Including that the philosophy program for children rely only on achieving personal experience.

"This is from great value to people's immediate experience or personal understanding focuses or strongly on promoting knowledge and may be does not value for important aspects of culture and human society and may be encourage "remarkable self-absorption" of young people "(Gregory, 2008: 136).

Khosrow Nejjhad (2006) states, philosophy approach, however, in the first moments of the process, is the complete rotation in Reality life, (but) in the next moment, playing with ideas of the philosophers that bidding process. Every concept is a path and we thought every moment of history and every moment from our cognitive development, only to realize a moment from it. So there will not result only process.

Each of the approaches to the process and content despite the creation of important achievements because of it's an emphasis on a particular aspect of the features of other aspects deprived. (Gregory, 2008) Acknowledging the existence of two contradictory approaches in

thinking states; some have focused on critical thinking and methods of philosophy and another group that focuses on academic content area of the old philosophy. Dewey tells us that young adolescents with a focus on the most stressful to try to resolve the questions about the meaning and application need.

The emphasis on community research and philosophizing process should keep in mind the importance of the program content, the research community in a more personal experience the importance of accurate and complete experience and approach to process only personal experience gives priority to the full experience and based on shredded. (Gregory, 2008) states that, when philosophizing process is more productive to focus on philosophical concepts to help us from the problems of philosophical, cultural, and personal leave and there are political judgments, rational, moral and Nodal aesthetically correct as possible our experience better, more beautiful, more rational and to achieve a more conceptual improve. The philosophy for children, philosophy and principles of interpretation, as an exercise that not only deals with the meaning of life but life's meaning is made. Dewey (2008: 389) states;

"Philosophy is love of wisdom, wisdom that is not a knowledge, but it is a useful knowledge. Knowledge that may lead to the education and guidance that influence on the life and experiences of it, and this shelters also improved the full experience of human life from time to time "(Gregory, 2008).

Using ancient literary works is one of methods that influence to the content. Using the ancient texts with philosophical themes has been seen in the work of people like Fischer and Pikmal, Pikmal by emphasize the importance of rich content, stated: today Children need to think bigger, to do that we have to tell them about the legends and the stories, so it requires a lot of stories and anecdotes but the West philosophy has not a rich content. Pikmal stated that east is the cradle of anecdotes, stories, philosophy and mysticism so he collected set of legends and stories in the book "philosophical story of the world ".Also (fisher, 1996) by emphasize the interest and attention of children to such topics as Fairness, Freedom, Friendship, Truth, Knowledge, Judgment tried to provide a rich content to children's thinking in this area. In his view, ancient stories can be considered as the content around the philosophical, Fisher works in



the same direction as these works are planned; some of these works include, stories for thinking with educational cognitive, social and moral purposes for children 7 to 11 years, Alice in Wonderland, wizard of oz , Little prince, Iron Man and Poems for thinking.

Because of the characteristics of literary fiction can be used as content for children's programming philosophy. Farzanfar et al (1389) states are often unconscious literary fiction writer gets up and could be including more and more common, on the other hand the literary features should not be sacrificed for educational purposes, so text must be literary and philosophical concepts on their own.

Text story full of philosophical themes can be found in the classical texts of Persian literature, Persian literature is full of thought provoking stories including the stories in classic literature : Masnavi, Shahnameh, Panchatantra, Marzban Nameh, Sanbad Nameh , Ghaboos Nameh , Elahi Nameh , Asrar Nameh, Mosibat Nameh, Mantegh Alteir, Hadighat Al Hadighat, Golestan, Bostan , Baharestan, Mosnefat, Makhzan Al

Asrar, Naser Khosrow BUREAU, Anvari BUREAU , thousands story of Sufi, and etc that full of anecdotes with countless Philosophical themes such as : , tailor and jars, wolf and fox, Give and Take, parrots and businessmen, farmers in the Sultan's army, King and the Maid, The lights blind, Three fish in the pond, Quebec and Moore, fox elusive, rabbit and a lion, lucky baby, love ants, advice bird, white cat, Sheikh Gorgani and cats, ugly and beautiful, peacocks and crow, milkman and his cows, Little girl, good king, eating meat elephant calf, the election of Moses blinded woman and her husband, the farmer and parrot, Alexander Roman, Fight hoopoe and the owl, peace for rain, Mullah illness and old style school closures, smart boy, wretched man slaps on the Darwish 's neck , Guests death and the judge's ruling. Rewrite the stories in a way that can be used in community-based management is the process of philosophizing can resolve the problems of both process and content as an integrate approach can be used to developing children's thinking. Consolidated view is shown in Fig. (3).

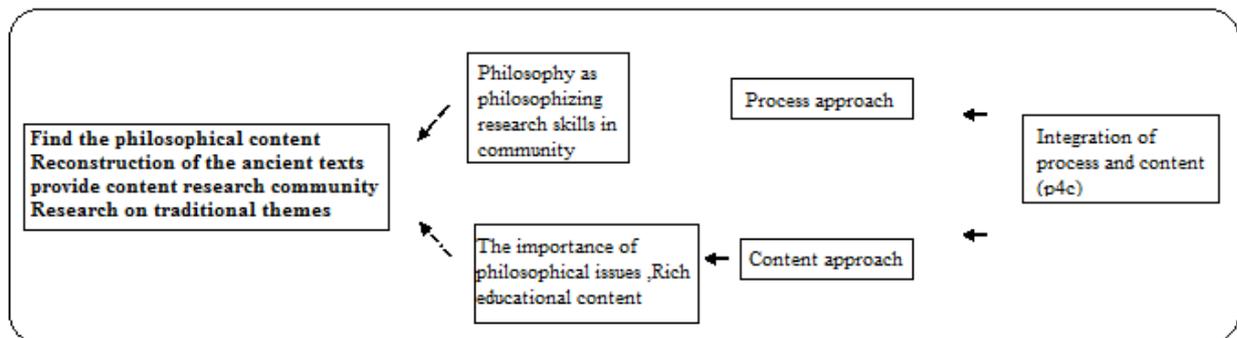


Figure (3) philosophy for children as content and process

As shown in Figure 3, Philosophical content from philosophical themes can be rewritten , In addition to this, for use this content we should designing a right planning process. This can be done with the use of texts, ancient story that is full of philosophical concepts and used them in a research community.

Conclusion

The concept of philosophy can be a field or a framework of knowledge or in the sense of philosophizing, and these concepts is considered as the first "teaching about thinking" and the second "Teaching for Thinking" that these two concepts differ from each other, Philosophy for Children, emphasized on Teaching for thinking, , Thinking process can include anything even thinking. Thinking that is not sensitive to the

context, and is not modifier can be irrational and uncritical, check the contents of the curriculum of philosophy for children and philosophizing process requires a philosophical content to help addressing the themes in a critically way. An emphasis on the process of philosophizing in the philosophy program for children has led to the neglect to the philosophical content so that the content of the philosophy program for children in Lipman's approach has been far from philosophy and stories of Lipman has Lack of philosophical themes in a way that if someone without a history of philosophy for children it will not look at anything, While Hegel (1984: 446) believed; "The human mind cannot think in a void" (Bagheri and Yari Dehnavi, 2010: 35). On the other hand use of the philosophical content as Sophie's World Despite the



philosophical richness of the Available story cannot be successful. So we should know that the philosophical activity requires the philosophical content of Sophie's World in a way as Research community. Therefore, if we can rewrite philosophical content into an engaging story and also design practical plans to use it, can be hoped better results in the development of philosophical thought process and the content industry. To enrich the content of story can use the classical Persian literary texts and by rewrite them can provide thinking context.

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