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Identifying the Components of Effective Teaching of First Grade Primary Persian Book: A Case Study of Hormozgan Province

#### Mokhtar Zakeri<sup>1\*</sup>, Morteza Chemelnezhad<sup>2</sup>

- 1- Department of Educational sciences, Farhangian University, P.O.Box14665-889, Tehran, Iran
- 2- MA in History and Philosophy of Education, Lecturer at Farhangian University, Hormozgan, Bandar Abbas, Iran
- \* Corresponding author's Email: mokhtarzakeri365@cfu.ac.ir

Abstract: The objective of this study was to identify the effective teaching components of the first-grade primary Persian book to empower primary school teachers. The research population consisted of experts, educational supervisors, and teachers in Hormozgan province in 2022. In this qualitative study, 26 participants, including experts, educational supervisors, and first-grade teachers, were interviewed using an inductive coding system. The results indicated that in the area of teaching methods, concrete and visual methods, group and participatory methods, stories and poems, exploratory methods, visual and hands-on methods should be employed. The use of supplementary textbooks alongside textbooks, boards and picture cards, relevant images and clips, animations, and modern educational software should be emphasized. Teaching based on students' common experiences and their cognitive development should be utilized, with maximum student participation as a key principle in educational practices. Additionally, teaching methods for first-grade students should be clear and explicit to avoid confusing students and giving them activities beyond their comprehension.

Keywords: Effective teaching components, First grade primary Persian book, Primary school teachers

# Introduction

Creating fundamental changes in the education system is one of the necessities of a dynamic and growing society. In the educational systems of advanced countries, we witness continuous changes in their educational programs. One of the fundamental changes in this area is the use of diverse and effective teaching methods in the teaching-learning process. The need to pay attention to this issue is partly due to the explosion of knowledge in the present era (Nabavi, 2003).

First grade is one of the main foundations of the elementary school period. Perhaps few people are unaware of the importance of first grade. The scientific basis of the student for entering the next levels of first grade is formed. Teaching first grade is difficult for various reasons and requires expertise. Because students at this age start learning to read and write for the first time, conditions must be provided for them to enjoy reading and writing like playing and not become discouraged from school and schoolwork. Educational books have been able to maintain their importance alongside the complex tools and rapidly developing media systems throughout the educational systems of the world and contribute to achieving learning at various levels of learners (Connor et al., 2005).

Since the goal of teaching is to enable learning, definitions of education that not only aim to teach but also emphasize learning as its main component must be provided. That is, teaching should not only be about teaching, but also about providing the possibility of learning for students through any means that works better (Shapiro, 2006). Based on this view, teaching is a set of activities designed to facilitate learning, accelerate the information process, and activate internal factors. From this perspective, the teaching scene is an exhibition in which the teacher, by blending their knowledge, art, and experiences, provides the necessary opportunities for teaching and learning for students (Mayer, 2006). Thus, effective teaching is providing the right help in the learning process in a way that meets the needs of learners, promotes independence, initiative, responsibility, and encourages creative thinking (Samieinejad, 2007). Effective teaching has also been defined as creating opportunities for learning through thoughtful activities of learners in order to achieve goals (Joyce et al., 1986).

In terms of Persian language, it relates to the realm of linguistics and, in other words, to the realm of language perception and understanding. Therefore, in the process of teaching-learning, elements and sub-skills of reading should be taught so that the language learner, after understanding and perception, is encouraged to think at the underlying layers of the text, critique, and analyze it (Maleki, 2007).

Since the goal of teaching is to enable learning, definitions of education must be presented that not only aim to teach, but also prioritize learning as the main component. In other words, teaching should not only be about imparting knowledge, but also about providing opportunities for students to learn through any means that work best for them (Shapiro, 2006). Accordingly, teaching is a set of activities designed to facilitate learning, accelerate the process of information assimilation, and activate internal factors. From this perspective, the teaching scene is a showcase in which the teacher, by blending their own knowledge, art, and experiences, provides the necessary opportunities for teaching and learning for students (Mayer, 2006). Therefore, effective teaching is providing proper assistance in the learning process in a way that meets the needs of learners, promotes independence, initiative, and responsibility, and allows for creative thinking (Samieinejad, 2007). Effective teaching is also defined as creating opportunities and situations for learning through thoughtful activities aimed at achieving goals ((Joyce et al., 1986).

New research and evidence show that if we aim to improve student learning and enhance the performance of the educational system to achieve its lofty goals, we need to promote and apply new teaching methods in the country's schools. Therefore, one of the most essential changes in educational systems is a shift in teachers' teaching methods and perspectives. Teaching methods are so important in education that some educational scholars consider mastery of teaching methods more important than teachers' scientific knowledge. Experience has shown that teachers who are proficient in teaching

methods are more successful than their colleagues who rely solely on scientific information (Shabani, 1993). In the first grade of primary school, it is apparent that the utilization of effective teaching methods requires a heightened level of sensitivity. As a result, conducting meticulous scientific research aimed at identifying the key elements of effective teaching within this grade level can serve as a fundamental step towards this goal.

Numerous studies have indicated that within the Iranian education system, despite the efforts of many

Numerous studies have indicated that within the Iranian education system, despite the efforts of many instructors, teaching is often accidental, unplanned, and reactive. Additionally, there is an excessive emphasis on one-sided instruction, leading to students simply memorizing and retaining subject matter without achieving deep and meaningful learning. Unfortunately, it appears that there is a lack of attention paid to the pursuit of meaningful education that can promote personal growth and problem-solving skills, which ultimately undermines the primary objective of education and training - to achieve effective and profound learning. This challenge is particularly acute in the first grade of elementary school, where teachers may be reluctant to teach and have limited familiarity with the components of effective teaching within this grade level.

Given the above issues, the researchers in this study seek to identify the components of effective teaching in the first grade of primary school in order to empower teachers in Minab County (Hormozgan Province, Iran).

The main goal of the researcher in this study is to identify the components of effective teaching in the first grade of elementary school in order to empower teachers. Accordingly, the specific objectives of the research include:

- 1- Identifying effective teaching methods in the first grade of elementary school
- 2- Identifying effective instructional content in the first grade of elementary school
- 3- Identifying effective instructional situations in the first grade of elementary school

In terms of effective teaching, numerous studies have been conducted, although there has been no specific research on effective teaching of the first grade of Farsi language. For example, <u>Kiani and Hosseinnejad (2021)</u> found in a study on the impact of COVID-19 on primary education that all families prefer face-to-face education and believe that it has other positive effects such as socialization of students, reducing dependence on family, and promoting student independence that are not available in virtual education.

Abdolmaleki et al. (2021) compared the effects of guided play, free play, and direct instruction on learning in the first grade of elementary school science and found a significant difference between the three teaching methods in terms of learning. They also found that guided play was more effective in increasing learning about magnets compared to the other two methods. Hashemi et al. (2019)

investigated the effect of the 5E teaching method on achieving the goals of the thinking and research lesson in the sixth grade of elementary school and found that the 5E teaching method had a significant effect on achieving the goals of the lesson.

Shah Rokni et al. (2019) showed in their study on the effect of teaching critical thinking skills on the growth of social and cognitive skills of students that there was a significant difference in the average scores of social and cognitive skills of students who were taught using the critical thinking method compared to those who were taught using the conventional method in schools, which led to an increase in social and cognitive skills.

Moradi and Agdasi (2015) demonstrated the effectiveness of teaching critical thinking and problemsolving skills on self-regulation strategies and academic progress of high school students in Tabriz region 1, indicating that teaching critical thinking and problem-solving skills led to an increase in selfregulation strategies and academic progress in female high school students

Sodagar et al. (2012) stated in their research titled "The Necessity of Art Mediation in Teaching Philosophical Thinking to Children" that teaching philosophical thinking to children is a program aimed at improving children's thinking. The pioneers of this program have considered literature as the most suitable way of communicating with children due to its functions and hidden characteristics, while literature has also found other alternatives.

Feden and Vogel (2003) showed that in today's world, given the extent of changes, traditional classrooms cannot prepare students for the 21st century society. The results of the above studies confirm the existence of a research gap in the field of effective teaching components in the first grade, highlighting the need for needs assessment and introduction of effective Farsi teaching components for empowering primary school teachers in Minab city (Iran).

#### **Material and Methods**

This research was conducted within a qualitative paradigm. The research design was emergent, as the components were created during the research process and induction. The research population consisted of experts, educators, and primary school teachers in Minab city in the first grade during the year 2021, with a total of 12355 individuals. In this study, interviews were conducted with 26 experts, educational and training administrators, and first-grade teachers at the Hormozgan province based on purposeful sampling with maximum diversity and saturation principle.

The data analysis approach was descriptive-interpretive. This approach requires some interpretation and prior selection of information. The verification of the research was done using the method of member checking. In the member checking method, the researcher records the path taken during the research in an organized and chronological manner and provides it to the readers of the research (<u>Lincoln & Guba</u>, 1985).

The data collection method in this research was through interviews. The researcher used the document method as a research tool to collect data. In qualitative research, the researcher plays the role of both data collector and meaning maker (Maykut & Morehouse, 1994). The data analysis method in this research was an inductive analysis. In the inductive method, the researcher creates concepts by continuously comparing the data. The researchers first subscribe the interview text and records data from direct observation. Then, they generate concepts based on a broad understanding of the research topic and extract important points from the interview text using open coding. Next, the researchers consolidate the key points and continuously compares the data to develop initial concepts and primary themes. Using axial coding, they identify central themes. Finally, the researcher utilizes the selective coding method to extract main themes and refine the concepts.

#### **Results**

In response to the triple questions of the research regarding identifying effective teaching components in the first-grade Farsi lesson, the analysis was conducted on the interview texts and the following results were obtained after three stages of coding. Regarding the first question of the research aimed at identifying effective teaching methods in the first-grade Farsi lesson, the process of extracting concepts was done by identifying the main concepts based on key points extracted from the interview texts. Then, the main components were coded and developed. The process of identifying the components is as follows:

### Extracting the main concepts related to teaching methods in the first-grade

According to Table 1, it can be seen that 13 initial concept codes were obtained from the appropriate teaching methods section for the first-grade. In the second stage of data coding (axial coding), the most important main concepts of appropriate teaching methods for the first-grade were extracted from the key points obtained from the interview texts. In the third stage of coding (selective coding), the main components were analyzed and examined. The basis of the third stage coding is the main concepts obtained in the second stage, which are presented in the first column of the table 2.

**Table 1.** Findings from open coding (educational methods)

Code	Points	Concept
M1N1	2 22	
M5N1	Demonstration method	
M6N5	Demonstration	
M8N1	Demonstration method	
M9N1	Demonstration	Demonstration
M10N1	Demonstration method	Teaching method
M13N4	Demonstration neuro	Touching method
M14N3	Demonstration method	
M15N2	Demonstration	
M15N2 M16N4	Demonstration	
M1N2	Group teaching	
M9N2	Team work	Group teaching method
1019112	Story telling	
M2N1		
M4N3	Story telling method	
M5N5	Story	
M6N4	Story telling	
M7N3	Story telling method	G III I
M8N4	Story	Story telling method
M10N4	Story telling	
M13N3	Story telling method	
M14N1	Story	
M15N3	Story telling	
M16N3	Story telling	
11110115	Story	
M2N2	poem reading	
M4N2	Poetry	
M5N3	poetry method	
M6N2	poem reading	
M7N4	Poetry	
M8N3	poetry method	Poetry reading method
M10N2	poem reading	Foetry reading method
M13N2	Poetry	
	poetry method	
M14N2	poem reading	
M16N2	Poetry	
	poetry method	
M2N3	exploration	
M7N4	exploration	1
M14 M4	exploratory	exploratory method
M16N5	exploration	
M3N3	question and answer	
M11N1	interrogative	
M12N1	Question and answer	Question and answer method
M15N1	question and answer	
M4N1	Some teachers' no interest in teaching techniques	
M5N4	Painting	
M6N3	Painting	
M7N1	Painting method	Painting method
M8N5	Painting	
M13N1	Painting	
M16N1	Painting method	
M5N2	Music	
M6N6	Music method	Musical method
M6N1	Play	
		Playing method
M8N2	Playing	
M6N7	Illustration	Imaging method
M16N7	visual	
M10N3	Manipulation	Manipulation method
M16N6	Manual work	Trainparation metros
M10N5	Video	Video play method
M12N2	Brain storming	Brain storming method
M12N3	Role playing	Role playing method
	F\	, FJB

Table 2. Findings from axial coding and selective coding (Instructional methods)

Key components (selective coding results)	Main concepts (Axial coding results)	
	Demonstration teaching method	
Demonstration method	Video instruction method	
	Role playing method	
Collaborative teaching method	Group teaching method	
Collaborative teaching method	Play based education method	
	Story telling method	
Musical story method	Poetry reading method	
	Musical method	
	Exploratory method	
Exploratory method	Question and answer method	
•	Brain storming method	
	painting method	
Imaginal education method	Imaging method	
	Manipulation method	

As shown in the above table 2, five main components were obtained in the appropriate teaching methods section for the first-grade, including: Demonstration, Collaborative, musical, exploratory, and imaginal. Regarding the second question of the research aimed at identifying effective content in the first-grade Farsi lesson, the process of extracting concepts was done by identifying the main concepts based on key points extracted from the interview texts. Then, the main components were coded and developed. The process of identifying the components is as follows:

### Extracting the main concepts related to appropriate content for the first-grade

According to Table 3, it can be seen that 10 initial concept codes were obtained from the appropriate content section for the first-grade. In the second stage of data coding (axial coding), the most important main concepts of appropriate content for the first-grade were extracted from the key points obtained from the interview texts. In the third stage of coding (selective coding), the main components were analyzed and examined. The basis of the third stage coding is the main concepts obtained in the second stage, which are presented in the first column of the table 4.

Table 3. Findings from open coding (appropriate content)

Code	Points	Concept
M1N1	Book	
M3N1	Textbook	
M9N1	Aiding Textbook	Book and aiding textbook
M11N1	Textbook	
M15N1	Textbook	
M3N2	the movie	
M4N2	Educational film	Short Film
M8N2	Short Film	Short Phili
M11N2	Short Film	
M15N2	Educational film	
M4N1	Board	Educational board
M5N3	Educational board	Educational board
M4N3	Educational aid software	Educational aid software
M5N1	Animation	Animation
M6N3	Animation	

M5N2	Image	Picture
M5N4 M6N1	Card	Imaginal Card
M6N2	Text	Short texts
M8N1	Video clip	Video clip
M15N3	Electronic content	Electronic content

Table 4. Findings from axial coding and selective coding (appropriate content)

Main concepts (Axial coding results)	Key components (selective coding results)	
Book and aiding textbook		
Educational board		
Picture	Imaginal resources	
Imaginal Card		
Short texts		
Short Film	Educational films	
Animation	Educational finns	
Video clip		
Educational aid software	Electronic content	
Electronic content		

The data presented in the tables 3 and 4 indicate that three main components were identified in the area of appropriate content for first-grade, including visual resources, educational films, and electronic content, with the most emphasis and attention on visual resources, while the components of educational films and electronic content ranked lower in importance.

Regarding the third question of the research aimed at identifying effective teaching situations in the first-grade Farsi lesson, the process of extracting concepts was done by identifying the main concepts based on key points extracted from the interview texts. Then, the main components were coded and developed. The process of identifying the components is as follows:

### Extracting the main concepts related to effective teaching situations in the first-grade

As shown in Table 5, nine initial concept codes were obtained from the section on effective teaching situations for first-grade. In the second stage of data coding (axial coding), the most important main concepts of effective teaching situations for first-grade were extracted from the key points obtained from the interview texts. In the third stage of coding (selective coding), the main components were analyzed and examined. The basis of the third stage coding is the main concepts obtained in the second stage, which are presented in the first column of the table 6.

**Table 5.** Findings from open coding (effective teaching situations)

Code	Points	Concept
M2N1	Experimental	Being experimental
M12N1	Being experimental	Deing experimental
M14N1	experience	
M2N2	Being cooperative	
M4N1	Collaborative	Paing apparative
M5N1	Participation	Being cooperative
M6N2	Collaborative	
M14N1	Collaborative	
	Practical	
M3N1	being skillful	Practical and
M6N3	Practical	being skillful
M8N2	Skillful	
M4N2	Awareness	Awareness giving
M15N1	Awareness giving	Awareness giving
M6N1	Team	
M8N1	Teamwork	Paing as a group
M10N1	Grouping	Being as a group
M13N1	Grouping doing	
M7N1	Intimacy	Intimating
M7N2	Interest	Being a favorite for student
M7N3	to need	The need of student
M7N4	Having motivation	being motivated

**Table 6**. Findings from axial coding and selective coding (effective teaching situations)

Main concepts (Axial coding results)	Key components (selective coding results)	
Being experimental		
Practical and being skillful	Being experimental	
Being cooperative	Paina aconorativa	
Being as a group	Being cooperative	
Awareness giving	Awareness giving	
Intimating		
Being a favorite for student	Paying attention to student psychological issues	
The need of student	Paying attention to student psychological issues	
being motivated	<u> </u>	

As shown in Table 6, four main components were identified in the area of effective teaching situations for first-grade, including experience-based learning, participatory learning, awareness-raising, and attention to psychological issues, with the most emphasis and attention on attention to psychological issues, while the components of experience-based learning, participatory learning, and awareness-raising ranked lower in importance.

## **Discussion and Conclusion**

In this research, based on the threefold research objectives, we have sought to answer three fundamental questions. The summary of the results and the explanation of each of the research findings are presented in the form of the tables 7, 8 and 9.

Table 7. The findings of the first question related to the appropriate educational methods of the first grade

Points	Core concepts	Key categories
Demonstration method Demonstration Demonstration method Demonstration Demonstration method Demonstration Demonstration Demonstration method Demonstration	Demonstration Teaching method	Demonstration method
Film	Video play	
Role play	Role play method	
Group teaching Team work	Group teaching method	Collaborative teaching method
Play Playing	Play method	
poem reading Poetry poetry method poem reading Poetry method poem reading Poetry	Story telling method	Poetry story method
reading Poetry poetry method poem reading Poetry method poem reading Poetry poetry method	Poetry method	

Music	1	
	Music method	
Music method		
exploration		Exploratory method
exploration	Exploratory method	
exploratory		
exploration		
question and answer		
interrogative	Question and answer	
Question and answer		
question and answer		
Brain storming	Brain storming method	
Some teachers' lack of interest in teaching techniques		
Painting		
Painting		
	painting method	
painting method		
Painting		
Painting		
1 anting		Visual method
painting method		
Image making		
	Imaging method	
Imaging		
Manipulation	Manipulation method	
Manual work		

According to Table 7, five key components were obtained in the area of appropriate teaching methods for first-grade, which are: visual, participatory, musical, exploratory, and imaginative. Therefore, based on the findings of this research, we conclude that the best teaching methods that should be designed and implemented in the first-grade content based on them include the use of tangible and visual methods, participatory and group methods, especially in the form of games, the use of stories and poems accompanied by music, and if possible, local music. Also, the use of exploratory methods, including exploratory and questioning methods, and finally, the use of visual and practical methods and directives.

Table 8. The findings of the second question related to the appropriate contents of the first grade

Points	Core concepts	Key categories
Book Textbook Aid textbook Textbook Textbook	Textbook and Aid textbook	
Board Educational board	Educational board	Pictural resources
Image	Picture	
Card	Image card	
Text	Short texts	
Film Educational film Short film Short film Educational film	Short film	Educational film
Animation Animation	Animation	
Video clip	Video clip	
Educational aid software	Educational aid software	Electronic content
Electronic content	Electronic content	Licetonic content

According to Table 8, three main components were identified in the area of appropriate content for first-grade, including visual resources, educational films, and electronic content, with the most emphasis and attention on visual resources, while the components of educational films and electronic content ranked lower in importance. Based on these findings, we conclude that the use of supplementary textbooks alongside textbooks, posters and picture cards, relevant images and clips, animations, and the use of modern educational software are the best types of content used in the first-grade in terms of research participants' perspectives.

Table 9. The findings of the third question related to the effective teaching situations of the first grade

Points	Core concepts	Key categories
Experimental		
Being experimental Experience	Being experimental	
Practical		Being experience oriented
Being skillful	Practical and being skillful	
Skillful		
Being cooperative		
Collaborative		
Participation	Being cooperative	
Collaborative		Daina an anatica
Collaborative		Being cooperative
Team		
Teamwork	Crowning doing	
Grouping	Grouping doing	
Grouping doing		
Awareness	Awareness giving	Awareness giving

Awareness giving		
Intimacy	Intimating	
Interest	Being a favorite for student	Attention to psychological issues
To need	The need of student	Attention to psychological issues
Having motivation	Being motivated	

According to Table 9, four main components were identified in the area of effective teaching situations for first-grade, including being experience-based, participatory, informative, and attentive to psychological issues, with the most emphasis and attention on the component of paying attention to psychological issues, while the components of being experience-based, participatory, and informative ranked lower in importance. Based on these findings, it is recommended that teaching in the first grade be based on the common experiences and cognitive structure of students and maximum student participation as a key principle in the teaching process. Also, the teaching method in the first grade should be explicit and clear, avoiding confusing students and giving them tasks beyond their understanding. Furthermore, the first-grade teacher should create opportunities for learning that take into account the necessary and interesting issues of students and create a friendly and interactive classroom environment where students can learn without concern.

In addition, practical and research recommendations are presented as the final part of the study. Based on the research findings, it is recommended to strengthen the teachers' knowledge in connection with innovative teaching methods in the first grade, clarifying the ambiguities in the methods, holding appropriate and practical classes with the help of experienced teachers, and strengthening the discourse of teaching at the school level. The ability of teachers to implement new teaching methods and class management based on new teaching approaches, such as the facilitative and exploratory approach, should be increased. Misconceptions about the quality and feasibility of methods should be addressed, and motivational factors and the importance of implementing innovative methods should be emphasized. In addition, financial and infrastructural issues related to the implementation of new teaching methods, as well as structural issues in this area, need to be addressed. The use of concrete and visual methods, group and participatory methods, especially game-based methods, stories and poems accompanied by music, and if possible, local music, should be used, and exploratory methods such as inquiry-based methods should be used. Finally, the use of supplementary textbooks alongside textbooks, posters and picture cards, relevant images and clips, animations, and the use of modern educational software should be emphasized.

Considering the effectiveness of innovative teaching methods in improving the quality of education and achieving the goals of the educational transformation and national curriculum document in the first

grade, the implementation status of these methods should be analyzed throughout the Hormozgan province and Iran. Furthermore, the incorporation of innovative teaching methods into the content of school curricula should be provided. Given the critical nature of the issue of management, it is recommended that research be conducted on other educational centers to clarify the implementation status of innovative teaching methods in the first grade. Also, survey research should be conducted on the level of familiarity of the educational and administrative staff of education and training with innovative teaching methods in the first grade.

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