INVESTIGATE THE RELATIONSHIP BETWEEN THE USE OF WHITE THINKING HATS WITH TEACHING STYLE ELEMENTARY SCHOOL TEACHERS SHAHIN SHAHR

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Abstract

The present study was designed to investigate the relationship between the Six Thinking Hats by elementary school teachers teaching style hawk in the 94-93 school year is done. For this purpose, a sample of 209 primary school teachers who have been hawks in the randomly selected proportional to size. The data collection tool was a questionnaire and a questionnaire Prashyng teaching style. Cronbach's alpha reliability of the study, respectively 0/882 and 0/927 respectively. The data obtained were analyzed both descriptive and inferential statistics. The results showed a significant positive correlation teaching style ($p < 0.05$) with no white hat thinking. This finding suggests that teachers teaching style is independent of the use of white Thinking Hats.

Keywords: teaching style, teachers, elementary, Shahin Shahr

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Introduction

Thought unbreakable bond with the material and spiritual life, and in the Holy Quran is a special place and the center of the resort have seen, the thinking of the signs of God origin using. Anyone who thinks about the events surrounding the origin of the universe understands. Just thinking, creative thinking skills and it is one of the most important issues in the curriculum. For the students the proper education and training must be of benefit and thoughtful, creative, critical and scientific insight has come again. This can only be achieved in the light of information transfer students will not mind, but it should be considered to be included in school programs through which students, the capabilities of learn how to regularity knowledge everyday mind, and to learn the to apply.

Therefore the program with attention to the role of the basic educational environment and the methods of its ruling have to drafting and if and are organizing students instead of storage facts, with issues that in real life they face involved in. The program curriculum is in fact a means through which learners on these issues and different subjects to contemplate and search for solutions to the proper distances and more than that in which the grades and special topics of familiarity with the manner of dealing with and correct reflection in connection with the problems and seek solutions to the fashion that Afghanistan is scheduled. Therefore the curriculum should be in writing and be enforced that the students thought of the different skill and thinking. And to achieve this the important techniques of" six hat thinking" is presented. The axis of the basic six hat thinking idea, education thought and thought is axis of learning. With the use of the six hat thinking technique that in fact the ways of thinking different applied field can be very suitable for the cultivation of students in the field of thought and different goals education.

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Statement of Problem

Many of the scientists as human animals thinker they know and thought chapter point man and animal. With this that some testing shows that thought at a low level and primitive form in between some of the animals can be seen but thought special basic human and cultural aspects in addition to human nature this trait also man from other animals is distinctive(Shriatmadari,1382)

John Dewey" in the book "How to Think" thinking about the concept says: " "Practice in the current situation, whereby approval or production of other realities, or the way in which beliefs are based on the beliefs of the future establish the cause "(as quoted by Shabani, 1382).

Shariatmadari (1382) in his book Psychology "thinking process in which one tries to identify the problems that they faced" and with the use of his previous experiences to resolve it act is defined as. Point is very important in this regard is that a skill can be thought teaching and training is we should consider that a skill is thinking that it can be through the curriculum taught and improved ideal.

The internal and external research conducted recently that some of them refer

Abbasi (1380) in a research study as the effective skills training of thought critical of the sociology lesson of high school. In this study the experimental method has been used half statistical society research Semnan city students that the school has been selected four experimental groups and the witness and by accident were elected a chapter in his book The Sociology to solution the problem was arranged through the critical thinking skills. The research indicates the efficiency test and was shown that critical thinking skills can be brought up.

In another study by J. Jahani (1380) to review the philosophical foundations of critical thinking teaching model has been Lippman. The most important finding of

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this study is that teaching critical thinking exclusively "through the research process may be the teachers and administrators with regard to this point, researchers and to foster the growth of the student's thinking.

Alipoor (1383) in his thesis examines the appropriateness of the content of civics courses help develop critical thinking skills focused on content analysis method used in this study and not due to the limited sampling Results of the study show. The content of junior high school civics none of critical thinking skills (analysis, synthesis, evaluation, and summary judgment) does not develop.

Alipur and colleagues (1388) examined the barriers to critical thinking in the curriculum of secondary education (with an emphasis on the skills of analysis, synthesis, evaluation and judgment) and have come to the conclusion that foster critical thinking in secondary school are faced with obstacles that are paying less attention to the skills of analysis, synthesis skills, evaluation, judgment, concluding that the inattention of curriculum elements (goals, content, teaching methods and evaluation) visible secondary school.

Fashyon (2000) states that students develop self-regulation and corrections to its previous opinions In other words review and classification form again, gait back and investigation of how process will be done retail skills that include the evaluation and correction to the.

Veid (1995) has identified eight characteristics for critical thinking, he believes that critical thinking involves questioning, Test and document the reasons for problem definition, analysis, assumptions, avoiding emotional argument to avoid the simple matter of interpretation and ambiguity tolerance knows (quoting Adiste, 2002).

Davidson (1994) in their study of barriers to critical thinking in Japanese society in the form stated the following: The ideological constraints (lack of a viable philosophical tradition to argue about the importance of faith and the absence of

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clear words) constraints of the social and psychological cognitive (follow the view of authority and power in a class society of conformity and order out), the limitations of education (educational system in Japan and desires of foreign language teaching).

Pascal (1999) study, variations in critical thinking on the one-year period between college and university students Matched not pay The results showed that students who attended one year at the time of critical thinking scores were higher than the corresponding group of students who had attended college the results showed that students who attended one year at the time of critical thinking scores were higher than the corresponding group of students who had attended college.

Agnes and Mary (2005) in a study to evaluate strategies to overcome barriers to facilitate critical thinking in educating nurses in North Africa and obstacles identified below: Lack of teachers, teaching and assessment methods that do not facilitate learners' critical thinking to change the negative attitudes of teachers and their resistance to change, choice of inappropriate and poor educational background did not facilitate students' critical thinking.; Inadequate socialization, culture and language incompetence. These findings suggest that nursing educators need to be a model of critical thinking in all aspects of education.

According to the hypothesis under consideration is what was said

Using white hat thinking is associated with teaching style

Research Methodology

The purpose of this research is applied and the method of correlation because the state pays relationship variables the kind of performance you know. In time of the kind of temporary and is the kind of data a little and the method of collecting information and data in the form of track through questionnaire and is.

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Statistical Society

Statistical population this study consisted of all teachers who teach in primary schools Falcon 94-1393 of the academic year are they reported that the total number of undergraduate training in management education Shahin Shahr was equal to 640 people.

Sample size

The population variance is unknown, since the study was a preliminary study on a group of people was necessary to determine the variance of the population. To this end, a group of 30 subjects were randomly selected from the target population and a questionnaire was distributed among them, and then extract the data from the response of the group the sample was determined using Cochran formula. For the finite and countable statistical and quantitative variables of the formula used.

P=Mean observed ÷ Number of questions × Maximum score questions

P=0/72

Q=0/28

t=1/96

d=0/05

$$n = \frac{\dfrac{(t)^2(Pq)}{(d)^2}}{1+\left[\left[\dfrac{1}{N}\times\left(\dfrac{(t)^2(Pq)}{(d)^2}\right)\right]-1\right]} = \frac{\dfrac{(1.96)^2(0.72\times0.28)}{(0.05)^2}}{1+\left[\left[\dfrac{1}{640}\times\left(\dfrac{(1.96)^2(0.72\times0.28)}{(0.05)^2}\right)\right]-1\right]} = 209$$

Sampling procedure

Sampling method is proportional stratified random sampling. This means that the schools are separate schools for boys and girls schools were selected randomly and their students were chosen randomly for the study was provided.

Using white hat thinking is associated with teaching style

Table 1 summarizes the results of the Pearson correlation coefficient using white hat thinking teaching style

teaching style		
0/156	Pearson correlation	
0/281	Significance level	using white hat
209	Count	thinking

Results Table 1 shows that the teaching style is a significant positive correlation (p <0.05) with no white hat thinking. This finding suggests that teachers teaching style is independent of the use of white hat thinking.

Variables analyzed in terms of the demographic variables

Table 2 summarizes the results of t-test variables by gender

Sig.	Df	t	Standard deviation	Mean	Count	Gender	Dependent variable
0/0001	207	-3.669	3.99	15.72	101	Woman	white hat
			3.32	17.58	108	Man	thinking

The results of Table 2 show that the use of lightweight components and Teaching Thinking Hats by gender difference p <0.05 in. This finding suggests that male teachers using white hat thinking more female teachers have reported.

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