



The effect of philosophizing education on creativity and critical thinking of female students the fifth grade of the city of Abpakhsh

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Abstract

The aim of the present study was to investigate the effect of philosophizing education on creativity and critical thinking of fifth grade female students in Abpakhsh city. The present research method was semi-experimental with a pre-test and post-test design with a control group. The statistical population of the present study was made up of all female students of the fifth grade of Abpakhsh city. The sample size of this research included 30 people, which was obtained through available sampling. The tools of data collection in this research were Torrance's (1998) creativity and Fashion's (1989) critical thinking questionnaires. The findings showed that the average adjusted score of each of the components of creativity i.e. fluidity, development, initiative and flexibility in the subjects of the experimental group in the post-test stage is significantly higher than that of the control group, which shows the positive effect of philosophizing education on Each of the components of creativity, i.e. fluidity, expansion, initiative and flexibility in the subjects of the experimental group compared to the control group. Philosophizing training has improved the critical thinking of experimental group subjects compared to the control group, which shows the positive effect of philosophizing training on critical thinking in experimental group subjects compared to the control group. The general conclusion of the research showed that by strengthening the education of philosophizing among the students, it is possible to improve their creativity and critical thinking in schools.

Keywords: Teaching philosophy, creativity, critical thinking.

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