



EXAMINE THE ROLE OF EDUCATION THROUGH CURRICULUM DEVELOPMENT, CREATIVE AND CRITICAL THINKING VIEW ELEMENTARY THIRD GRADE

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Abstract

This study analyzes the teaching effect based on creative representation and curriculum progression and critical thinking of female students in grade three elementary school. The research method is based on quasi-experimental with pretest and posttest plan of. To active this goal first a sample of forty students through within reach sampling method from female students grade three elementary school in Kermanshah was selected . These students participated Watson and Glazers standard critical thinking and curriculum development protest which its constancy in introductory and basic performance were in sequence 74% and 80% . In subsequent process this group divided into two groups of 20 students . This expert mental group began to acquire civics learning lesson in eight sessions through learning in creative representation and control group usual school (lecturing).In addition , for analyzing the data through in ferreted statistics - Kolmogorov Normality test and Nin parameter Man n-Whitney test was used and statistics processes on the scores by using the software spss (version 18) performed . The result showed that in all cases teaching that performed in creative representation on enhancing critical thinking skill including inference , identifying assumptions deduction , explanation and interpretation ,evaluation, elements and educational progression of students in grade three primarily school is effective. The result also approves the critical thinking and curriculum progression.

Key Words: Creative Drama, inference, recognition of assumptions, deduction component, the component of interpretation, evaluation, and curriculum development.

INTRODUCTION

Critical reflection looks for making children mind more precise and teaches them how to think (Naji,36: 1387) In this program, « the reflection processing process is on issue children learn about their senses (the same: 31) and talking is an essential activity in reflection process. Also helping children to think for themselves is the concept of critical reflection for children and is thought as the renewed vitalization of the global comprehensive reflection.

On the other hand, progress consists of reaching the goals that people set for them selves (Hadzima, 2005). I psychology, success is the reply or action that reaches to the goal in some way , but in instruction and education and in educational situations, success is a degree of efficiency that the person has gained based on his abilities (Abadi and zamani, 32: 1388).The educational progress is one of the most important criteria that



plays a considerable role in studying the students abilities the graduation stage. This concept is one of the most important parameters that is used in anticipating the learners' coming condition in the view of gaining the scientific and practicable skills and competency (Sanaee, etal. 244: 1391).

Therefore, the main issue that this study seeks to explain is that in spite of lots of efforts for making the schools effective in Iran, the weakness of schools in educational progress and critical reflection in criticized. The descending scientific results of Iranian students participation in Timez and perlez international studies and educational waste in several kinds that are imposed to the educational system of our country each year, set forth this serious question that: what factors affect the appearance of such issues and development of educational inequalities and how can we make the educational environment experience for students by haltering these factors. These difficulties in elementary school can lead to serious educational and training problems in next educational levels.

To create such an environment, one of the best methods to reach the above goals is using Game and play in formal classes. Because all humans' desire to representational game, this play wants to train all the peoples' abilities, doesn't train any special actor but its general. It makes everybody aware of their acting ability that we need (Aqa Abaasi, 27:1388).As chambers states (1392): «A teacher who is aware of the children need in playing and prepares its facilities in his educational program is truly a wise on. It seems that educational facilities for activities of this kind are endless, A teacher who is aware of the values and methods of creative play takes one of the most reflective and creative tools in teaching to the class». (p:66).

The creative play programs include being released in a world of motional games, songs and representational games. In motional games, goals like reaching the physical and mental growth and creativity are followed in a simple to complex way. In practices like representational games, skills for recognizing manner, especially those that have been remained hidden (such as talents, claims and feelings that don't appear easily) show off. In this way the person participates in a group with more skill and proficiency, lives, competes and cooperates.

On the other hand this representational game is an arena to show the excitements. In the play one of the human needs is always considered because our emotions, instincts and inner powers have such a production and repletion that typical activities of life can not set them free well and can not make a delightful and relaxing balance. This representational work is among delightful avenas for releasing excitement with releasing the person in a world of poem and song, motional game, play, sport , recreation , art works and companionship(mostly women enjoy it).(Ameraee, 130: 1389).

The recognition, ultra recognition and constructional theories support the training and strengthening critical reflection in education process (shabani, 55: 1382). The recognition theorist look at the students in learning process as active in formation processors; Individuals who experience and look for information to solve problems, apply those things that they find useful for solving the new problems.

In their minds and instead of being affected by the environment passively, they choose, practice, pay attention or neglect actively. So, the recognition lists know the learning situation one of the most important factors in learning process. In the ultra recognition view, the students should have on active supervision on their mental process and adjust and rebuild their mental activities. Some even believe that the recognition and ultra recognition skills and abilities begin to grow from the age of five to seven and have a considerable growth in some students.

The other theory that supports the critical reflection is« construction theory» which originates from recognitional reflection. The philosophical bases of such an approach are firmned on «the error accepting of wisdom element» the construction list, like the recognition psychologists, know the leaving as on understand process gained from experience and believe that, the education program executives should prepare a situation in which, students proceed to critical reflection in which, students proceed to critical refectioin via reasoning discussion which accelerates and facilitates interaction and analysis.



The creative play mainly emphasizes on group in traction: children gain appropriate thoughts, execute them, cooperate mentally, build their representational place, and experience human interaction in these performances and plays. In conclusion, tending to group is main and prominent tendency of this method. The effect of the usefulness of the creative play in different subjects and for the treatment of lots of psychological disorders and illnesses has been used in different studies.

Dedsetan, Anari and sedghpoor (1386) concluded in their research that, participating in play therapy activities decreases the symptoms of disorder and social anxiety in elementary school children. Also, the results of Larijoni and Rozaghi research (1387) identified that the methods of educational play causes the increase in the revolution of children's social skills. Also, Yari (1390) and Mohamadi (1392) pointed out the effect of creative play on the decrease of quarrel and ultra activity in students in distinct studies.

Considering the results of these studies, what seems to be the main issue to the researcher and was not considered in the previous studies is the importance of educational methods based on new educational theories like construction and recognition and creative play is one of these methods. Also, it is said based on the theatrical basis that representational games and theater, are welcomed by children and have an effective role in speaking, social training and other dimensions of children personality. We can infer that modern methods can be suggested for teaching critical reflection based on new educational methods.

Studying in this field could be useful for identifying and introducing these methods.

So, the fundamental question of this study is about the role of education in the form of creative reflection among elementary third grade students.

METHODOLOGY

The method used in this study is semi- practical in which pre-test-after-test scheme with experimental group and evidence are used and was applied to investigate the effect of education in the form of creative play on educational progress and critical reflection among elementary third grade student. The statistical group includes the entire female elementary third grade in Kermanshah city. Based on the preparation of the teachers and with available sampling method, 40 people were chosen and then were divided in to two groups randomly and were placed in each group. The reason of the selection of available sampling method was the limitation of the financial and time resources for the researcher and organizations absence of cooperation. To investigate the study hypothesis and identify the amount of the training method impact of social training in the form of creative play on educational progress and the level of skills and abilities of critical reflection in children, first an appropriate research scheme was chosen. In the next step, the chosen samples were divided into two groups of 20 as test group and evident group. The test group and evident group. The test group is a group that participates in the pre-test and was affected by social skills subject via creative play and after 5 weeks they participated in after- test.

The evident group is a group that participates in the pre-test along with the test group but is not affected by the training and they learn social skills subject typically .After conducting the training the after –test group is examined.

To teach the test group they presented the social skills subject of the third grade to students via creative play. After reading the content of the book, they were performed in the form of creative play. With the precise investigation of the theatrical principles and the history of the research, the researcher has started to build the step by step stages at teaching via Camberz (88: 1392) and Nazemi (135: 1385) creative play.

Tools of Measuring Data

1. Watson and Glazer critical reflection questionnaire: This questionnaire has been used as pretest and after-test in this study. Watson Glazer critical reflection test measures the critical reflection ability in the 5 fields of inference, identifying data, drawing a conclusion, interpretation, exegesis and evaluating skills. The total score of this test in 80 and the most scones in each part for each examinee is 16. The required time for answering the

questions of the test is 60 minutes. After translating this test to Persian and edition, it was investigated to renify with Iran cultural and social factors. In the standardization process of Watson-Glazer test, the final coefficient was reported more than 70% by different studies in Iran based on Kronbaq α (Mosala Nejad, 1387). Also, in another study by Eslami, et al.(1383) the result at the critical reflection test was identified by even t ($t=0/4$).

2. The educational progress teacher made test: To measure the amount of student’s learning in social skills subject the teacher made test was used that was designed by some experts and teachers of third grade To gain some results, the experts and teachers idea in the Education and Training organization of Kermanshah was used and also for the test permanence in preliminary study on 20 individuals. After the analysis of the preliminary study data, the required improvements were exerted and this way the final version of the test was prepared.

The permanence of test in the preliminary and main execution has been 74% and 87% , respectively, and it was confirmed by the clear-sighted.

The Information Analysis Method

To describe the data the abundance and abundance percentage were used. Also to analyze the data the inference statics method, Kelmagroof normality test and non-parameter test were used. Also the required statics processing on the scores was done using spss software program (version 18) Because of imagining the changeable data abnormal we should use Manvitnee non- parameter test. This test in one of the strongest non parameter tests and is a substitute for t test with two separate samples and it’s in fact its non-parameter test. The zero and on data in this test are defined in this way:

H0: There is no difference between two groups.

H1: The is a difference between two groups.

FINDINGS

The study first hypothesis: Teaching with creative play method affects the inference parameter in third grade students. First, we test the hypothesis of the normality of the data.

Table 1: The results of inference normality in the after-test.

Changeable statistic	average	deviance	kelmagroof smirnoof	Meaningful/iness eve
Inference	8/20	6/791	1/761	0/004

Table 1 shows that the meaningfulness |eve| the Klimogroof S,irnoof test equals 0/004 and because this amount is smaller than the test error (0/05) we can conclude that the hypothesis of the normality of inference changeable data in the after – test is declined .In the other words, the data is not normal , so to compare the inference in after- test in test and evident groups, we should use Manvitnee non-parameter test.

Table 2: Manvitnee test results to compare two groups (test and evident) in inference changeable in after test.

Parameter	Number	rank average	Manvitnee statics	Meaningfilmes
Test	20	30/50	Zero	Zero
evident	20	10/50		

Table 2 shows that the meaningfulness level of the test equals zero which is smaller than the test error amount(0/05),so the zero hypothesis is declined.

In other words, there is a meaningful difference between the compared averages. The inference average of the test group and evident group is not the same in after- test.

The study second hypothesis:

Teaching with creative play method affects the identifying data parameter in the third grade students first, we test the data normality hypothesis of identifying data changeable in the after – test.

Table 3: The results at data identify normality amount in the after –test.

Changeable statistic	average	deviance	kelmorooft smirnoof	Meaningfulness eve
Identifying data	8/35	7/018	1/832	0/002

Table 3 shows that the meaningfulness |eve| of the kelmogrooft- smirnoof test equals 0/002 that because this amount is smaller than the test error amount we can conclude that data normality hypothesis of is declined in the other word the data is not normal, so, to compare the identifying data in the after- test in test and evident groups we should use Manvitnee non-parameter test.

Table 4: The results of Manvitnee test to compare two groups (test and evident) in identifying data changeable in the after –test

Parameter	Number	rank average	Manvitnee statics	Meaningfulness
Test	20	30/50	Zero	Zero
evident	20	10/50		

The results of table 4 show that meaning fullness |eve| of the test equals Zero which is smaller than the test error amount (0/05). So, the zero hypotheses is declined. In other words, there is a meaningful difference between the compared averages. The identifying data average of the test group and evident group is not the same in the after-test.

The study third hypothesis: Teaching with creative play method affects the drawing conclusion parameter in third grade students. Firs, we test data normality hypothesis of drawing conclusion changeable in the after-test.

Table 5: The results of the drawing conclusion changeable normality in the after-test.

Changeable statistic	average	deviance	kelmorooft smirnoof	Meaningfulness eve
Drawing conclusion	8/05	6/991	1/676	0/007

Table 5 shows the meaningfulness |eve| of the Kelongrooft –smirnoof test equals 0/007 the because this amount is smaller than the test error amount we can conclude that the data normality hypothesis of drawing conclusion changeable in the after test is declined. In the other words, the data is not normal. So, to compare the drawing conclusion in test and evident groups we should use Monvitnee non-parameter test.

Table 6: The results of Manvitnee test to compare two groups (test and evident) in drawing conclusion changeable in the after – test

Parameter	Number	rank average	Manvitnee statistic	Meaningfulness eve
Test	20	30/50	Zero	Zero
evident	20	10/50		

The results of table 6 show that the meaningfulness |eve| of the test equals zero that is smaller than the test error amont (0/05). So, the zero hypotheses is declined. In other words, there is a meaningful difference between the compared overages.

The drawing conclusion average is not the same in test group and evident group.

The fourth hypothesis of the study: Teaching with Creative play method effects interpretation and exegesis in third grade students. First, we test the data normality hypothesis of the interpretation and exegesis changeable in the after test.

Table 7: The results of interpretation and exegesis changeable normality in the after – test

Changeable statistic	average	deviance	kalmogroof smirnoof	Meaningfulness eve
Interpretation and exegesis	8/23	6/746	1/923	0/001

Table 7 show that the meaningfulness on the kalmogroof – smirnoof test equals 0/001. Because this amount is smaller than the test error amount (0/05), we can conclude that data normality hypothesis of the interpretation and exegesis changeable is declined. In other words, the data is not normal. So, to compare the interpretation and exegesis in the after- test in test group and evident group we should use Manvitnee non-parameter test.

Table 8: the results of Manvitnee test to compare two groups (test and evident) in interpretation and exegesis changeable in the after – test

Parameter	number	rank average	Manvitnee statistic	meaningfulness eve
Test	20	30/50	zero	zero
evident	20	10/50		

The results of table 8 show that the meaningfulness |eve| of the test equals zero that is smaller than the test error amount (0/05). So, the zero hypotheses are declined. In other word there is a meaningful difference between the compared averages, so that, the interpretation and exegesis average of the test group and evident group is not the some.

The fifth hypothesis of the study: Teaching with creative play method affects the logical reasoning evolution in third grade students.

Fist, we test the data normality hypothesis of logical reasoning evaluation changeable in the after – test.

Table 9: the results of the logical reasoning evaluation changeable normality in the after-test.

Changeable statistic	average	deviation	kalmogroof smirnoof	Meaningfulness eve
Reasoning evaluation	8/38	6/543	1/703	0/006

Table 2 shows that the meaningfulness |eve| of the test equals 0/006 that because this amount is smaller than the test error amount (0/05) we can conclude that the normality hypothesis of the logical reasoning evaluation changeable is decline. In other words, the data is not normal. So, to compare the logical reasoning evaluation in the after – test in test group and evident group we should use non- parameter Manvitnee test.

Table 10: The results of Manvitnee test to compare two groups (test and evident) in logical reasoning evaluation changeable in the after – test.

Parameter	number	rank average	Manvitnee statistic	meaningfulness eve
Test	20	30/50	zero	zero
evident	20	10/50		

The results of table 10 show that the meaningfulness level of the test equals zero that is smaller than the test error amount (0/05), so, the zero hypo thesis is declined. In other words, there is a meaningful difference between the compared averages. So that, the logical reasoning evaluation average in test group and evident group is not the same.

The sixth hypothesis of the study: Teaching with creative play method affects the educational progress in social training subject in third grade students. First, we test the normality hypothesis of the educational progress changeable in the after test.

Table 11: The results of normality test of the educational progress changeable in the after-test.

Changeable statistic	average	deviation	kelmogroof smirnoof	Meaningfulness eve
educational progress	1/175	0/902	2/022	0/001

Table 11 shows that the meaningfulness |eve| of the test equals 0/001 that because this amount is smaller than the test error amount (0/05) we can conclude that the normality hypothesis of the educational progress changeable in the after test is declined.

In other words, the data is not normal. So, to compare the educational progress in the after- test in the test group and evident group, we should use Manvitnee non- parameter test.

Table 12: The results of Manvitnee test to compare two groups (test and evident) in educational progress changeable in the after –test.

Parameter	number	rank average	Manvitnee statistic	meaningfulness eve
Test	20	20/65	zero	zero
evident	20	20/35		

The results of table 12 show that the meaning fail ness |eve| of the test equals zero that is smaller than the test error amount (0/05), so, the zero hypothesis is declined. In other words there is a meaningful difference between the compared averages. So that, the educational progress average of the test group and evident group is not the same.

DISCUSSION AND CONCLUSION

The first hypo thesis of the study: Teaching with creative play method affects the inference parameter in the third grade students. The results of this study verify the results of Bakhtyari- Boroogeni study (1380) called the effect of creative play on the children’s creativity growth in the age of 8-9. In this study, creative play is introduced as a tool to know children and an important training too that is accepted by children and satisfies their needs, because children enjoy playing in their essence. The author concludes that the mixture of art and teaching is useful for children. To state this conclusion we can point out that play could be on entertainment and an arena for creating joy. Creating entertain ment and joy and escaping the boring every day life, in past

and nowadays, is the first effective |eve| of the play art. As it was pointed out, Aristotle called it the second fast after the imitation instinct.

The second hypothesis of the study: Teaching with creative play method affects the data identifying parameter in third grade student. The results of this study verify the results of Lawerence (2011), called representational game and the emotional – social skills growth that its results showed that the represent tational game could be useful for the preschool children because it has excitement and energy. The representational game leads to communicating with children at the same age and learning in the environment, and these way children learn how to reach success. The results showed the effect of the representational game in children’s emotional social skills growth, to state this result we can point out that play, because of having a special language, makes it passable for the human to transfer experiences, emotions, emotions and thoughts that are impossible to transfer by words or other forms of art.

The third hypothesis of the study: Teaching with creative play method affects drawing conclusion parameter in third grade students. The results (2010), Called play and learning together that showed representational games lead to learn social skills in pre- elementary school children. These results also verify the Lockhart (2010) called game on important tool for recognition development. It says most of the children learn by playing and game is like the importance of work for adults and game causes the development of recognition revenue like work memory , self setting (such as being aware of actions and controlling feelings).

But unfortunately, the time for playing is limited or eliminated at schools and the writer believes that there should be precise planning to have time for playing at schools.

To state this result we can point out that play in the lifetime has made it possible for human to present his experiences and thoughts in an effective way to his fellow – creatures.

Play helps human to have a more complete reread of his surrounding and world to give his life a deeper meaning.

The forth hypothesis of the study: Teaching with creative play method affects the interpretation and exegesis parameter in third grade students.

The results of this study verifies the Gupta study (2008) called vigotsky point of view about the use of representational games to increase thinking and creativity in childhood which showed it by investigating vigotsky point of view that there is a strong relationship between game and recognition growth, and this study showed that playing can cause the improvement of attention, planning skill , creativity and heterogeneous thinking, emotion and language growth. To state this result we com point out that play permits its audiences to experience their emotional and spiritual excitement that appear in real hard situations in the frame of play without any danger or harmful results. So, plays these excitements in a safer and more certain direction and helps the individual’s mental balance and relaxation in the society.

The fifth hypothesis of the study: Teaching with creative play method affects the logical reasoning evaluation in third grade students.

The results of this study verify the results of the Bergen study (2008) called the play role in recognition growth. In this study the researcher believes that there are lots of evidence for the relationship between recognition skills and imitating games. Imitating games facilitate children’s abstract thinking and point of view and in most of the cases it causes gaining social and lingual skills. Also these results verify the Flourey study (2003), called the use of theater as a changing factor in social skills, that showed that the use of theater could be useful in the creation of social skills in children.

The sixth hypo thesis of the study: Teaching with creative play method affects the educational progress in social science subject in third grade students. Play can be considered as a too for learning and expanding experiences. Because human is prepared naturally to leave his knowledge and pre-judgments in the face of play phenomena and let the play to control his imagination and mind to believe the play in that moment.



WJEIS's Note: This article was presented at World Conference on Educational and Instructional Studies - WCEIS, 06- 08 November, 2014, Antalya-Turkey and was selected for publication for Volume 4 Number 4 of WJEIS 2014 by WJEIS Scientific Committee.

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