Sociology of Education

Identifying the Mechanisms of Using the Place of Imagination in the Philosophy Education Program for Children

Fatemeh Sadat Najmolhoda[1] , Yahya Ghaedi[2*] , Sadegh Rezaei[3]

1. PhD student Philosophy of Education, Faculty of Humanities, Science and Research Branch, Islamic Azad University, Tehran, Iran.
2. Associate Professor, Department of Philosophy of Education, Tehran Branch, Kharazmi University, Tehran, Iran.
3. Assistant Professor, Department of Educational Sciences, Amin Police University, Tehran, Iran.
❖ **Corresponding Author Email**: Yahyaghaedy@yahoo.com

Research Paper	**Abstract**
	Purpose: The main purpose of this research is to identify the mechanisms of using the place of imagination in the philosophy education program for children. **Methodology:** This research is one of the qualitative researches, which is applied in terms of purpose, descriptive research in terms of data collection and summarizing, grounded theory method. To identify the components of imagination in the philosophy education program for children in this research: in the first step, by referring to specialized texts on imagination in the philosophy education program for children, including domestic and foreign articles, books and authoritative publications, indicators of imagination in the philosophy education program for children, it was identified, reviewed and summarized using the Cornell study method. In this stage, after 22 people, up to the theoretical saturation of the components were identified. In the second step, semi-structured interviews between experts were used to ensure the effectiveness of the indicators identified as imagination in the philosophy education program for children. The selected experts were a group of experts in educational management and education who had years of experience in educational jobs and were experienced and knowledgeable in relation to the selected indicators and components and had numerous articles in this field. **Findings:** In the second step of the research, according to the results of interviews with experts, the results of the research showed that the dimensions of imagination in the philosophy education program for children include knowledge-centered with coding components of imagination in philosophy education for children with 5 indicators, goals (individual, social and educational) (26 questions), basics (general and specialized) (12 questions), method (reasoning, skill training and knowledge acquisition) (15 questions) and content (educational, motivational and challenging) (13 questions) and mechanisms (managerial, technological, educational and environmental) (22 questions). **Conclusion:** The results showed that imagination in the goals of philosophy for children includes individual, social and educational positions.

Detailed abstract

Purpose: In today's world, the ability to process information is valuable, and information becomes valuable when it becomes knowledge and is used in innovation and production. In this way, educating students as critical thinkers, readers and writers for the new millennium requires the foundation of educational programs on the model of critical thinking. One of the basic characteristics of a human being is awareness of his behavior and having the power of thinking. In other words, man can be self-aware of his behavior and use his thinking power in dealing with various issues. Critical thinking is a style of thinking about any subject, content or form that a thinker raises the quality of his thinking by analyzing, evaluating and renewing it. The development of students' intellectual skills has always been a complex issue in education, and education experts agree that the development of critical thinking is the main task of educational centers and should be an integral part of education at any stage. Imagination is a phenomenon. which improves critical thinking. Today, the people involved in education and training in the world pay attention to the power of imagination more than ever because it is an infinite power and can help students in educational and educational matters. In fact, the power of imagination is a subject that is always attractive and interesting to different people. In other words, people tend to gain more knowledge and information about the power of imagination. All the events that happen in life or that people strive for, are first formed in the imagination. Every success has lived for a long time in the mind and with the help of the imagination before it fully manifests itself and then becomes a reality. The main purpose of this research is to identify the mechanisms of using the place of imagination in the philosophy education program for children.

Methodology: This research is one of the qualitative researches, which in terms of purpose is in the category of applied research, in terms of the method of conducting it, in the category of descriptive research, and in terms of data collection and summarizing, it was the grounded theory method. In conducting the research, it sought to identify the dimensions and components of the place of imagination in the philosophy education program for children, therefore, the identification of the components of the place of imagination in the philosophy education program for children in this research was done in the order of these steps: in the first step, by referring to the texts The specialization of the place of imagination in the philosophy education program for children, including domestic and foreign articles, books and authoritative publications, the indicators of the place of imagination in the philosophy education program for children, were examined and summarized using the Cornell study method. And in 22 of the experts, saturation of the components was identified. In the second step, to ensure the effectiveness of the indicators identified as the place of imagination in the philosophy education program for children, the method of in-depth focal interviews among experts was used. And in relation to the selected indicators and components, they were experienced and opinionated and had many articles in this field. Then, according to the results of interviews with experts, a number of components were dropped and finally a semi-structured interview form was prepared. In this research, the grounded theory method is used. Data-derived theory is an inductive and exploratory research method that allows the researcher in various subject areas to formulate theories and propositions instead of relying on existing and pre-formulated theories. These theories and propositions are formulated in a systematic way and based on real data. The first part of the studied community, information resources (including books, articles and electronic resources) in the field of the place of imagination in the philosophy education program for children in the Persian resources section, and in the Latin section inside and outside the country that were available electronically. And also the books and articles written in the field of the place of imagination in the philosophy education program for children. The second part of the study community included the first stage of 22 management experts to identify and select the components of the place of imagination in the philosophy education program for children, and the second stage included education officials and knowledgeable professors in the field of study. And 22 of these people were selected by purposive sampling method. The data collection tool in the first stage consisted of semi-structured

interviews with experts and in the second stage, an interview form, which after removing a number of components due to duplication and overlap, reached the stage of theoretical saturation, and finally, this form was in the form of 5 dimensions and 88 The question was designed. The questionnaire included two sharing sections and factors affecting it. Next, goals (individual, social and educational) (26 questions), basics (general and specialized) (12 questions), method (reasoning, skill training and knowledge acquisition) (15 questions) and content (educational, motivational and challenging)) (13 questions) and mechanisms (management, technological, educational and environmental) (22 questions). The measurement scale of the questions in the current research questionnaire was based on a five-point Likert scale (completely agree, agree, neutral, disagree, completely disagree).

Findings: In the second step of the research, according to the results of interviews with experts, the results of the research showed that the dimensions of imagination in the philosophy education program for children include knowledge-centered with coding components of imagination in philosophy education for children with 5 indicators, goals (individual, social and educational) (26 questions), basics (general and specialized) (12 questions), method (reasoning, skill training and knowledge acquisition) (15 questions) and content (educational, motivational and challenging) (13 questions) and mechanisms (managerial, technological, educational and environmental) (22 questions).

Conclusion: The results showed that imagination in the goals of philosophy for children includes individual, social and educational positions. It is suggested to use new tools such as smart board, anime content or electronic games for the creativity promotion program. Self-confidence promotion program should also be done by holding competitions in order to create a sense of healthy competition. For future-oriented education, students are asked to have hope for the future and that they can create the future they want with imagination.