

SURVEY THE CONTENTS OF THE SIXTH YEAR OF
PRIMARY SCHOOL TEXT BOOKS WITH QUESTIONS
TEXT BOOKS IN THE AREA OF STUDENT THINKING

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Abstract

The present study addressed to assess the content of school text books for the sixth year in terms of thinking, that of the sixth grade teachers of the primary school of the school year 2013-2014 has been made. For this order a sample of 176 subjects from primary to sixth grade teachers were randomly selected. The data collection tool was a questionnaire. Cronbakh's alpha reliability of the study is to 915/0 respectively. The results showed that the content of the textbooks dealing with the thinking of students rather than average. The results show that the addressing questions from text books to students thinking more than average. This finding suggests that the text, questions, images, and activities by the sixth grade text books thinking in students is discussed.

Keywords: content analysis of thinking, achievement motivation, base VI.

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Introduction

Pedagogy of the most controversial areas of human knowledge. Despite agreement on the need for it, in response to questions such as what should be taught and how to teach should benefit and who should pay to train; Several different theories have been proposed (Moses Poor, 1370). Curriculum choices in primitive societies, the accident took place early in life and that they are not a problem. But in advanced societies remember the accident or incident will be problematic. Educational experts have commented that it was trying to be more accurate to say and describe content selection criteria were (Tyler, 1371).

The initial plan was to create a class of sixth grade was replaced with that from September 1391. The lack of educational planners and defects observed in the present system and based on that decided to create a new project in a way that defects in the period before the arrival of elementary school students up with the challenge of lower. Curriculum content of the program is an important element in the curriculum. Because human behavior is directly influenced by their experiences and knowledge and curriculum materials for orientation behaviors should be.

According to the Higher Education Act aims to deepen and consolidate elementary school tailored to the National Curriculum document fundamental transformation of education in accordance with training the students and the all-round necessary skills in order to enter the course and the acquisition of customs dimensional Goals by the sixth grade. Further strengthening of thinking and reasoning, deepening belief in the value of family, country, culture and identity of Iran and appreciation of heritage, law, sincerity and purity of purpose to strengthen the belief in creation and familiarity with the customs and life skills such as other objectives of the curriculum were charged by the sixth grade.

The training plans should be stated that the current five-year primary schooleducation, the overall goals of the investigator to strengthen social ties and life skills and will have base of the sixth fill vacuum this Elementary. Thus, textbook contents should be placed toward stated goals and achieve them further. In connection with the subject of several research studies have been conducted which are typically referred to some of them.

A study Zabihi (1389) in the context of a content analysis of primary schooleducation in life skills and gift of heaven, of the results of the study showed that a total of 5335 times life skills component focuses approximately 75 percent of the interest indirectly taught life skills to students to consider the content of the book indirectly.

A study Pourmehdi (1389) The content analysis of Farsi fifth in terms of life skills was revealed that a total of 84 times on issues related to life skills and the content of the book considers the perspectives of teachers, the level of skill development life science is not enough.

Sadeghian and Azdari (1389) investigate how the small amount of life factors in fallible (AS) in the elementary books have explored using content analysis. A sample of 35 primary school books and they were Research Data in the categorization system. Their results showed that the expression of the characteristics and needs of elementary books Sire in fallible and they are weak.

Farahani et al (1390) analyzed the functional content of elementary school mathematics textbooks paid for mentally retarded students. The results showed that no difference in four books rater opinions were not significantly different in the three other books is not negligible; Our results suggest that this group of students in a math book designed, fully integrated content to fit the needs of the audience

(functional aspects) have been neglected and in need of reform content and adding many issues and concepts.

Nooshadiet al(1390) therole and function ofcontent analysis ofthe fifthgradecivicsbooksandguidancein shapingnational identitybegan.Overall,findingsfromthis studysuggest that, in hisbooks, religiousand politicalissuesrelated to thephenomenon ofIslamismas apillar ofnational identityis discussedin a ratherappropriate. However, theotherdimensionsof thepillars of Iraniannational identityand modernityhave beenseverelyneglected. Thesedimensionsinclude:nationalvalues andnorms, national myths, subcultures, ethnic, national symbols and modernity.

Iravani and Mokhtari (1390) examined the role of philosophical concepts presented in the literature of children. The overall findings of the study in relation to how the concepts show that none of the domains, the concepts proposed in the selected stories by writers of fiction in a way that motivates them is not the ability to think and reflect on your audience is.

Kia's research(2010) onthepromotion ofhumanbehaviorbased on thecontent ofchildren's books,stories, results showed that, inchildren'sbooks,stories, andtalesofridiculousproportionsaswellasto promotehumanbehaviorsandskills developmentsocializationamongchildren.Thestoriescanaffecttheiremotions.

OzgoldiandAysn(2010) intheirstudyexamined theitem-level cognitiveandconceptual framework oftheTurkishprimary schoolmathematicstextbooksby theMinistryof Educationasthe originalpublishedtextbookprovided-the. Theirfindingsuggestthat theleveland type ofelementarymathbooksmath homeworkwithdefinedcognitive goalsas well asthebasiccurriculumisinconsistent. It alsosuggested thatteachers

can adapt assignments to learners with mental and cognitive traits and applying math tuition books partly resolved this problem.

Kklayk (2011) in their study of ten books in Turkish primary school due to psychological factors (psychological) investigated. The ten books were chosen randomly from different categories. The results showed that the content of the Humanities (Social Studies, Geography, Persian, etc.) are relatively favorable due to psychological factors, but science-themed books (such as mathematics, physics, English, basic chemistry, etc.) was relatively low. Although the authors of the books, the books have a tendency to load psychological concepts.

In a study of Water (2011) content analysis working group on education for children in kindergarten did, the results showed that these books placed greater emphasis on developing social skills, life skills, and if the day care of competent instructors have, well they can transfer these skills to their children and prepare them for the next stages of their lives.

Stein and Butler (2011) in a study conducted on American school geography books, geography books between 1939 and 2008 in terms of ecological and geomorphological components were analyzed. Czech made their own list - the items that were found - were used. Finally, the results of their study showed that the components of geomorphologic geography textbooks and teachers are at least using tuition books to enrich their.

According to what was said study seeks to examine the contents of the sixth year of primary school textbooks are intended to pay in this context the question.

The content of the sixth year of primary school textbooks to what extent the concepts related to questions of textbooks for students are focused thinking?

Research Methods, Instruments, population, sample and sampling **procedure**

The objective of this research is descriptive method because the state pays each of the variables. In terms of the running field. In terms of cross-sectional time. In terms of quantitative data and data collection methods in the field and through a questionnaire.

The population included all sixth grade teachers in Isfahan 1392-1393 school year is the total number of undergraduate education, according to the 415 management education of the city. The population variance is unknown, because the present study was a pilot study on a group of people in order to determine the variance was needed.

For this purpose, a group of 30 subjects were randomly selected from the target population and questionnaires distributed among them, and then extract the data from the response group, subjects were assessed using Cochran formula. The population is limited to a small number of variables used this formula (Hosseini, 1382).

$P = \frac{\text{mean observed}}{\text{number of question}} \times \text{question score maximum}$

$P = 0/73$

$Q = 27/0$

$t = 96/1$

$d = 0/05$

$$n = \frac{t^2 pq}{d^2 \left(1 + \frac{1}{N} \left(\frac{t^2 pq}{d^2} - 1 \right) \right)}$$

$$n = \frac{1.96^2 \cdot .73 \times .27}{.05^2 \left(1 + \frac{1}{415} \left(\frac{1.96^2 \times .73 \times .27}{.05^2} - 1 \right) \right)} = 176$$

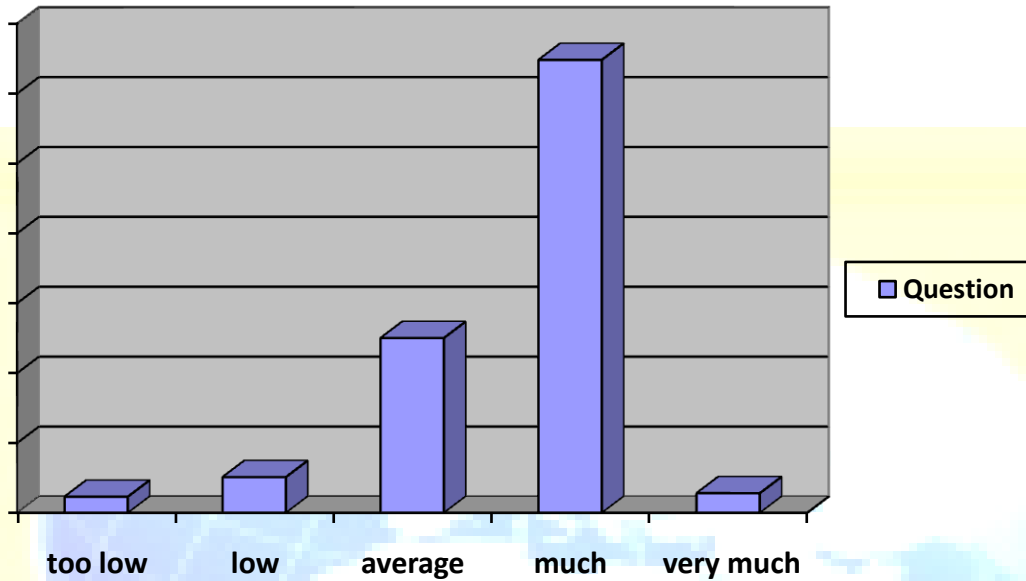
The sample size in this study was obtained from 176 questionnaires were distributed to approximately 185, 176 questionnaires were analyzed flawlessly. Random sampling is cluster sampling.

Results

Distribution of respondents in terms of addressing questions textbooks in students' thinking

	abundance	percent
Too low	4	2/3
low	9	5/1
average	44	25
much	114	64/8
much Very	5	2/8
collect	176	100

The resultstable shows that 2.3 percent of the questions addressed in the students' textbooks thinking too little, 5.1 percent low, 25% moderate, and 2.8 percent too high 64/8 percent reported have.



Graph of a frequency distribution of respondents in terms of addressing questions of textbooks to students thinking

Summary of test results of engaging text, questions, thoughts, images and activities in school textbooks

Test Value =3			SD	average	N	Dependent variable
Sig.	df	t				
0/0001	175	12/46	0/56	3/52	176	question

Results Table shows the amount of questions addressing students' thinking was significantly ($p < 0.01$) higher than average. These findings suggest that questions of basic textbook sixth grade students focused thinking.

The results show that the texts, questions, images, and activities by the sixth grade textbook thinking, motivation and development of social and communication skills of students is paid more than the average. These findings suggest that addressing these questions, the sixth-grade textbooks by thinking in students the importance of content analysis. However desirable the sixth basic textbooks in the areas of thinking, these findings suggest that the teaching thinking of cognitive goals in the final stage, indicating the importance of higher education and its place in the course of thinking is primitive.

Resources

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