



Reason Behind Teaching Philosophical Mindset to Teachers Given the of Philosophical Mindset Aspects

Hossein Moradi¹; Akbar Rahnama^{2*}; Mehdi Sobhani Nejad³

¹ PhD Student in Philosophy of Education, Faculty of Humanities, Shahed University, Tehran, Iran
m.hossin53@yahoo.com. ID: 0000-0001-8668-0868

² Professor, Department of Educational Sciences, Faculty of Humanities, Shahed University, Tehran, Iran
(Corresponding Author) rahnama_akbar43@yahoo.com. ID: 0000-0001-8668-0868

³ Associate Professor, Department of Educational Sciences, Faculty of Humanities, Shahed University, Tehran,
Iran.
sobhaninejad@shahed.ac.ir. ID: 0000-0002-6438-1434

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Abstract

Mindful people make wise decisions in scientific, economic, political, social and religious fields and are far from stagnation, deviation and petrification; however, people without a philosophical mind who live solely by using memory, relying on past methods and without thinking cannot analyze situations and choose the best way. Any activity of a teacher in the classroom is formed from a kind of philosophical insight. In every aspect of education, there is an implicit or explicit theory that stands between the teacher and the work he does (Bagheri, 2019). However, this influence on the teacher's work process may not be visible to the teacher himself. Today's educational systems must train forces who are capable of understanding the complex world and are creative and innovative in managing and leading it. Therefore, training thoughtful and creative people requires its own methods. Education can provide a suitable platform and situation for this. In today's world, education in schools must support both self-directed learning and reflection, criticism, and creative thinking in order to fulfill its mission. In this study, the method of document analysis and conceptual analysis was used, and among the three types of analytical methods, which are concept interpretation, conceptualization, and evaluation of concept structure, the concept interpretation method was used. The findings of this study showed that explaining and teaching philosophical mindset and its components among teachers strengthens and develops their capabilities, as a result of which this issue is spread among students.

Keywords: *Education; Upbringing; Education; Philosophy of Education; Philosophical Mindset*

Introduction

In today's society, education is the only means of accessing stronger techniques and further development and progress, in which teachers must solve individual and social problems with an open, creative and dynamic mind, and success belongs to those who have a philosophical spirit. It seems that achieving such a goal depends on organizing and directing the knowledge and skills of teachers and professors in the path of analyzing educational phenomena. Education requires active, efficient and constructive forces. The capital of education and training is the human resource of competent and constructive scientists. In education and training, the individual must be built and the built individuals must find their way into education and training. Education and training are the foundation, backbone and foundation of society. From the perspective of heavenly religion, one can never count on a person who has not been properly educated and reformed. In education and training, the issue is more serious and sensitive. The teacher and trainer's work is with the thoughts and ideas and with the hearts and souls of others; So that if the teacher, due to his ignorance or contamination, even unconsciously, takes steps to destroy the hearts and thoughts and creates a deviation in the student's thinking, he has strengthened his negative talents (Sadat 1983, pp. 34-30).

Research Method: To conduct this research, a qualitative approach has been used, considering the subject. In qualitative studies, data collection and analysis are carried out simultaneously to help the emergence of an independent theory in the data (Allen, 2003). In this regard, the researcher tries to discover the dominant processes in the social context from the perspective of the subjects and not limit his research to a mere explanation of the data and units under study. The data collected in this process are compared from different angles (Mohammadpour, 2011). Given that the current research is a qualitative and theoretical research, the data analysis method in the documentary review and conceptual analysis section is qualitative (conceptual) data analysis, examining logical relationships between concepts (deductive-inductive), classification and categorization. The data analysis method in the validation section is coding the concepts desired by experts, which will be in the form of axial coding and analyzing the relationship between codes and subcodes. In addition to using library and written sources, we use the forms used in document analysis and conceptual analysis. Using the opinions of educational science experts, especially professors of philosophy of education at universities and higher education centers, the author's experiences, and experts in this field are other data collection tools for this research.

Research Background

Bani Hashemi and Shaterian Mohammadi (2021) concluded in their research that there is a positive and significant relationship between philosophical mindset and successful intelligence. Accordingly, it can be said that the more philosophical mindset, the higher their successful intelligence will be. Madadi Mahani (2021), in his research entitled *Components of Philosophical Mind and Its Application in Elementary Teachers' Educational Methods*, concluded that describing, analyzing, and examining the characteristics of philosophical mindset and the impact of intellectual skills stemming from it on teachers' performance, revealing these topics has valuable insights for teachers that can improve educational performance. Comprehensiveness in thinking will lead to a holistic view of the educational-training system. In this case, the teacher understands the relationship between the components of the system well and seeks to find the main roots of educational-training problems with deep thought. The in-depth teacher, using the deductive teaching method, teaches students how to reach answers to problems through logical reasoning. "Investigating the relationship between philosophical mindset and professional maturity of social science teachers with their teaching style in first-year secondary schools in Tabriz" is the title of a study conducted by Akbarzadeh and colleagues in 2019. The results of this study showed that there is a positive and significant relationship between philosophical mindset and the specialized or expert style, the personal or individual model style, the facilitating style, and the advocacy or interactive style

of teachers ($P > 1.19$). There is a positive and significant relationship between the components of comprehensiveness, reflection, and flexibility and the specialized or expert, personal or individual model, the facilitating, and the advocatory or interactive styles of teachers ($P > 1.10$). Also, there is a positive and significant relationship between professional maturity and specialized or expert styles, personal or individual model, facilitator and advocacy or interactional style of teachers. ($P > 1.10$) There is a positive and significant relationship between the components of exploration and specialized or expert styles and formal or authoritarian authority of teachers; stability with specialized or expert styles, facilitator and advocacy or interactional style of teachers; maintenance and specialized or expert styles, facilitator and advocacy or interactional style of teachers; decline and specialized or expert styles, facilitator and advocacy or interactional style of teachers ($P > 1.1$). Hamid and Farzaneh Jafarian Yasar (2019) in a study titled *Investigating the Relationship between Philosophical Mindset and Knowledge Management in Elementary School Principals and Teachers* concluded that philosophical mindset will be a suitable and meaningful explanation for knowledge creation of principals and teachers. Irvani et al. (2016), at the end of a study titled *Why do teachers need to learn the philosophy of education?* They conclude that discussions of the principles and philosophy of education have a number of insights that can increase the efficiency and improve their educational and training performance. Babagoli and Balaghat (2016) in a study titled “*The Relationship between Philosophical Spirit and Spiritual Intelligence with the Quality of Teaching of Secondary School Teachers*” concluded that there is a significant positive relationship between philosophical spirit and spiritual intelligence with the quality of teaching, as well as between philosophical spirit and spiritual intelligence. The dimensions of spiritual spirit include advocacy of human values, curiosity, innovation, and deep thinking, and the dimensions of spiritual intelligence include addressing ethical issues and general thinking, and the belief dimension. They are able to predict the quality of teaching. Imani et al. (2012), in a study titled *The Relationship between Philosophical Mindset of School Principals and Teachers' Performance*, concluded that there is a significant relationship between the philosophical mindset of principals and teachers' performance. In other words, there is the ability to predict teachers' performance (through) the philosophical mindset of principals. Taghipour Zahir and Tavakoli (2011) in their study investigating the relationship between the philosophical mindset of principals and the performance of teachers in secondary schools in Tehran's 4th Education District, concluded that there is a significant relationship between the philosophical mindset of principals and teachers' performance, the correlation coefficient is positive, and the two variables have a direct relationship. In a study conducted by Sokhanvar and Mahrozadeh in 2010 on the subject of philosophical mindset and attitude towards active teaching methods among mathematics teachers (in the guidance section), they concluded that there is a significant relationship between philosophical mindset and attitude towards teaching methods, as well as between each of the dimensions of philosophical mindset, namely comprehensiveness, reflection and flexibility, and attitude towards active teaching methods. However, it was found that the greatest relationship between the dimensions of philosophical mindset and teaching methods is between the flexibility dimension and attitude towards problem-solving, exploratory and project-based teaching methods. The result of the study by Shahbazi Dastjerdi and Mirshah Jafari (2009) entitled *Investigating the Relationship between Philosophical Mindset and Teaching Methods of Secondary School Teachers in Isfahan* was that there is a significant relationship and correlation between philosophical mindset and its dimensions and components, which include comprehensiveness, reflection and flexibility, and teachers' teaching methods. There is also a significant correlation between philosophical mindset and teachers' teaching methods based on the variables of gender, field of study, educational degree, and service experience.

Jill Cochran (2018) examined the relationship between teachers' curriculum philosophies and their teaching experiences. She analyzed general philosophy and teachers' philosophy in the aspects of educational purpose, mathematics perspective, mathematics purpose, teaching, and learning, nature of knowledge, inclusive nature, and evaluation. Cochran concluded in her thesis that in the purpose and learning component, most of the society was close to ideology, social efficiency, and learner-centered, in teaching towards the ideology of scientific scholars, the knowledge component among teachers tended towards scientific scholars and learner-centered, in the inclusive component also towards scientific

scholars, and finally in the evaluation component towards and towards learner-centered ideology. Marino (2010) concluded in her research that there is a positive and significant relationship between the philosophical mindset of managers and the improvement of their employees' performance. Dunlop (2010), in an article entitled Simple Ways to Incorporate Philosophical Thinking into the Lesson, states that knowledge of basic sciences alone is not enough, but scientific advances raise thought-provoking questions in political, economic, and ethical aspects that students can (for example) by knowing the philosophy of chemistry, improve their critical and analytical thinking and engage in decision-making and policy-making and the search for the unknown, beyond the classroom and laboratory. Bleazby (2007), in a study, examined the ability of teaching philosophy to children to resolve the contradictions and dualities existing in philosophy such as emotion and reason, body and mind, and theory and practice. The results of this project show that a philosophy curriculum for children can help individuals overcome the problems arising from these dualities and build a meaningful life by creating interaction and adaptation between these concepts. Clark (1989), in an article entitled Why Teachers Need Philosophy, has set out to examine the implications of philosophy in teachers' practice. He has attempted to examine the impact of philosophy on teachers' practice and in this way has explained the possibility and how of this. Through conceptual analysis, he has examined the relationship between each "specific" conception of the subject matter of the teachers and its implications in their teaching methods, and has finally concluded in general that such a relationship can exist between the teacher's conception of issues such as human nature, knowledge, intelligence, and creativity.

Results

Definitions of Philosophical Mindset

Philosophical mindset, equivalent to philosophical spirit, are the characteristics that are seen in the behavior and mindset of a philosopher, his dealings with others, facing problems, and in general in all aspects of his life, which distinguish him from others.

In order to explain philosophical mindset, it is necessary to first define this concept and its importance from the perspective of experts:

Smith (2003) considers philosophical mindset to be mental abilities and characteristics that help a person think correctly and accustom him to making correct judgments (Smith, 2003: p. 70).

Mirkamali (2002) believes that the philosophical mind prepares a person to identify phenomena with correct and logical thinking (Mirkamali, 2002: p. 126).

Sharafi (2002) defined the philosophical mind as philosophical thinking and attributed three functions to it, which are as following:

- 1) Theoretical function, meaning that the individual finds a framework for his thoughts and gives them a specific system.
- 2) Analytical function, the purpose of this function is that the individual reinterprets concepts and words.
- 3) Grammatical function, the individual creates appropriate evaluation criteria regarding dos and don'ts (Sharafi, 2002: pp. 31-28).
- 4) The importance of the philosophical mind for teachers is that, given the rapid developments and progress of science and knowledge, the need to use teaching methods in which students are active and practice logical thinking, changes in social and cultural conditions, increasing the knowledge and skills of social life of students and parents, and creating changes in the education of students. The requirement for a teacher to be effective in increasing the mental capabilities of students is to have the skill of correct

thinking, so that he can transfer these skills to his students. A teacher who wants to strengthen the philosophical mindset and logical thinking in students must have learned this skill himself, and show how to think and think correctly in his speech and actions. In general, the philosophical mindset helps a person in his thoughts.

A philosophical mindset is a quality including comprehensiveness, reflection, and flexibility. Anyone who has an open mind and is sensitive to new perceptions and has the power of concentration and can relate different perceptions to each other has a philosophical mindset. (John Dewey) A person who has a philosophical mindset has a strong desire to know and combines this desire with great caution about his beliefs. He has a logical mind and is accustomed to thinking correctly (Bertrand Russell). The habit of thinking and judging correctly, valuing, and the ability to apply it in life can be called a philosophical mindset.

A philosophical mindset is the building of character, which consists of forming habits, attitudes, and values that are governed by correct thinking and judgment.

A philosophical mindset is the exploration of human experience to reach understanding in the context of knowledge of the truth of relationships, thoughts, and value judgments (Shokri and Gharachai, 2019).

Characteristics of the Dimensions of Philosophical Mindset from Smith's Perspective

According to Philip J. Smith, philosophical mindset does not result from filling the brain or the content of philosophical courses, nor from a tendency towards one philosophy over another resulting from philosophical debate, but rather philosophical mindset arises in terms of an activity that is specifically dedicated to improving value judgments. Smith (1956) considers philosophical mindset to be the ability and characteristics of the mind that help a person think correctly and accustom him to correct judgments. He does not consider philosophical mindset to be filling the brain or the content of philosophical courses, nor a tendency towards a particular philosophy, but rather an activity that is specifically dedicated to improving value judgments. Philosophical mindset is characterized by a degree of comprehensiveness, reflection, and flexibility when the individual makes value judgments with the problems he is called upon to solve. The philosophical mind prepares the individual to identify phenomena with correct and logical thinking (Seif Hashemi, 2004).

Someone who has the appearance of philosophical thinking must, in other words, think correctly and manifest the above characteristics in his thoughts and judgments. It should be noted that the individual is usually influenced by his social, emotional, and physical aspects in his judgments, but since the individual's way of thinking is in question here, his characteristics are in question with respect to his rational aspect, because it is in this aspect, the rational aspect of the individual, that the aforementioned characteristics can be developed. Here, we will explain each of the dimensions of the philosophical mind.

Dimension of Comprehensiveness: Comprehensiveness is a kind of holistic view and seeing things in a broad context that makes a person always strive to unify his thoughts. Comprehensive thinking requires resisting the influence of fleeting and temporary matters. Asking questions about how the current issue relates to other issues; what our goals are in life and how our current activities relate to those goals is considered a step on the path of comprehensive thinking. In other words, a manager with comprehensive thinking is one who can relate the present to the future, look at phenomena with a systemic perspective, and have the ability to generalize, which itself has four basic components:

- 1) Observing specific matters in light of their connection to a broad context: A person with a philosophical mind tries to broaden the field of his perceptions and resist the pressure of specific cases.
- 2) Connecting the present and immediate to distant goals: A kind of rational and emotional force that resists the immediate pressure of problems and causes decisions to be made based on fixed and relatively distant goals.

3) Using the power of creative generalization instead of inductive generalization: Considering the difference between empirical generalization and hypothesis-deductive or creative generalization. We note here that hypothesis-deductive is a sign of philosophical mentality.

4) Patience in deep theoretical thinking: Patience is for the purpose of deeper theoretical thinking to organize facts so that the parts can be seen in relation to each other as a whole.

The dimension of reflection: Reflection is the second dimension of the philosophical mind that causes the person to study ideas and phenomena. A person with this dimension of the philosophical mind questions what others take for granted and do not question, thereby increasing their chances of moving beyond the limitations of ignorant prejudice, personal biases, and stereotypes. By breaking free from the constraints of the obvious, fundamental ideas and thoughts emerge as keys to solving problems in a wide range of areas. In other words, reflection means thinking deeply and looking at phenomena with a deep perspective. A manager who is reflective looks deeper into phenomena that are obvious and certain to others, and its components are:

1) Questioning what is taken for granted or obvious.

2) Discovering fundamental things and expressing them in every situation; Those who have a philosophical mind are able to understand fundamental ideas and thoughts as keys to solving problems by breaking free from the constraints of the obvious.

3) Attention to the implications and matters relating to the essential aspects of each situation: A more or less precise understanding of the implied meanings or connections of matters gives immediate guidance to the philosophically minded person to ask profound questions that will shatter the myth of logical self-evidence.

4) Judgment and ruling by the method of deductive-deductive hypothesis: A person with a philosophical mind attempts to test his hypotheses by asking deep questions and providing explanations and hypotheses, and in case of failure, he creates a new hypothesis to include this new experience and changes future expectations accordingly.

Flexibility dimension: Flexibility, which is the third dimension of the philosophical mind, deals with new thinking, otherness, and creativity, and like creativity, there may always be obstacles in its path. Most people, due to being affected by environmental, emotional, and psychological pressures, suffer from a kind of intellectual ossification and may react in a way that is not appropriate for the situation. In other words, a manager who is flexible does not have mental rigidity and is capable of accepting new methods and ways that have been produced and are efficient in the world and is ready to participate in solving problems with the belief in collective wisdom and consensus in achieving predetermined goals. Its components are:

1) Freeing oneself from psychological rigidity: Psychological rigidity seems to occur in three situations: first, in situations where the novelty is so great that the person's past experiences do not provide the necessary preparation for an appropriate response to the new situation. Second, when an experience that is seemingly similar but fundamentally different from other experiences occurs. The third type of rigidity occurs in situations where there are extraordinary emotional pressures.

2) Paying attention to the issues under discussion from various aspects: A person with a philosophical mind is careful to distinguish between opposites and contradictions and recognizes that in contradictory matters there is also a middle ground.

3) Evaluating thoughts and theories without regard to their source: In evaluating a thought or opinion apart from its source, one must pay attention to whether there is enough hypothesis to answer or explain all observed phenomena and whether we have not separated a thought or opinion from its source so completely that it becomes meaningless.

4) Patience in temporary and conditional judgment and willingness to act in an uncertain situation: A person with a philosophical mind is willing to act in an ambiguous situation and believes that only through action can the ambiguity be resolved in such a way that the said situation is in harmony with the intelligent purpose of man.

When a teacher demonstrates comprehensiveness, reflection, and flexibility of thought in dealing with problems, students and other colleagues feel that they can more easily establish understanding with him. On the other hand, when a teacher is at a low level in terms of philosophical mind, many students state that it is difficult to understand him and many of them fear that they will face unethical and informal retaliation from the teacher when they express their opinions and feelings correctly. With the development of a philosophical mindset, negative feelings disappear and are replaced by more positive feelings; therefore, having a philosophical mindset helps to increase affection between the teacher and students. In classes where teachers have a philosophical mindset, observing its characteristics helps to establish a team spirit and cooperation of human resources, and this strengthens the dimensions of the philosophical mind of students and ultimately provides correct and correct thinking. According to Smith, "The philosophical mindset of managers can affect the morale of employees in terms of their sense of belonging to the organization, their sense of job security, and their loyalty to the organization and its goals, as well as their responsibility and self-management."

Characteristics of the Philosophical Spirit According to Dr. Shariatmadari

1. Logical doubt: The philosopher considers various matters logically with doubt. Philosopher's doubt is different from denying reality. He wants to examine the real aspect of matters and in this way separate what is logical and reasonable from what is baseless and emotional. Logical doubt is the gateway to philosophy and it is from doubt that questions arise and asking is the foundation of any philosophical activity.
2. Curiosity: The philosopher explores everything, however simple, and considers a reason and cause for it.
3. Deep thinking: The philosopher avoids superficial judgments, he wants to understand the depth of the issues.
4. Broad vision: The philosopher looks at matters with a broad perspective. He studies different matters together, he often discusses problems together.
5. Open-mindedness: The philosopher has a restrained view and is not afraid of dealing with opposing opinions and ideas, and never becomes rigid or petrified.
6. Progressivism: Open-mindedness prepares the philosopher for progressivism and progress. The philosopher does not consider the current situation as a final matter and does not consider it the best situation. He constantly evaluates thoughts and ideas, and this leads to his progress and advancement.
7. Unity of personality: There is less contradiction in the philosopher's behavior, and the different aspects of the philosopher's opinion are in harmony with each other.
8. Support for human values: The philosopher supports human values. In his opinion, peace and national sovereignty are of particular importance (Shariatmadari, 2003).

Why Teach a Philosophical Mindset

The goal of teaching a philosophical mindset is to turn individuals into thoughtful, flexible, logical, effective, and philosophical people. Teaching a philosophical mindset through discussion helps to refine one's thoughts, provide reasons for one's beliefs, clearly express ambiguous ideas, understand the beliefs of others, discover and invent new ideas, and thereby increase one's understanding and ability to solve problems in life.

Philosophical mindset education places great emphasis on developing reasoning. This emphasis, on the one hand, implies providing reasons for expressing personal beliefs and opinions, and on the other hand, emphasizes asking for and questioning others about their beliefs and ideas. Since teachers are among the most important people responsible for teaching life skills and transmitting religious attitudes to students, having teachers who themselves are rich in religious attitudes and life skills can be effective in achieving a young generation with faith and healthy life skills (Yahyaei and Mahdian, 2015). This is because the teaching profession is a platform for the growth of teachings that guide an individual to achieve valuable perceptions. As a result, religious attitudes and life skills nourish both the material and spiritual dimensions of professional goals and will help the teacher in carrying out the good work of teaching (Rezapour, 2011).

On the other hand, one of the most important goals of teaching philosophical mindset is the social characteristics of human life, including learning life skills. Life skills consist of various aspects of individuals' internal and social relationships, from the ability to solve everyday life problems to relationships between individuals and even the use of applied technologies. Learning and life skills without thinking and reasoning will not be fruitful and will not lead to an impact on individuals' behavior. By teaching philosophical mindset to teachers, they learn to find the ability to systematically observe events and problems in life and the work environment (comprehension) and discover the fundamentals and causes of phenomena and problems (contemplation) and free themselves from extreme mental states (excessive anger, excessive happiness and sadness) when thinking (flexibility), and in this way improve the quality of their individual and social life skills. In fact, in order for a capable teacher to be able to react well to the judgments of others and have a quality social and individual life (life skills), it is better to have a thoughtful mind to solve problems and always strengthen his abilities and readiness, these abilities and readiness are the same as philosophical mentality (Bagherpour, 2018).

How to Teach Philosophical Mentality

Man and his way of thinking are the feeling of every change in organizations and human societies. The philosophy that governs every society determines the line-policy of educational systems and also directs the method and character of the individuals of that society through educational centers. Schools can, with the educational methods they adopt, train thoughts with closed or open thinking, convergent or divergent, static or dynamic, and passive or active.

Teachers with a philosophical mentality play a fundamental role in cultivating the creativity of students and adolescents. Teachers who are philosophically minded can develop students' imagination and thinking skills and equip them with mental skills so that they can easily create new ideas to find appropriate and realistic solutions.

It is the duty of the educational system to plan for changing the "how to change" in individuals and to move each of them from detail-oriented to holistic, from superficial to profound, and from stereotyped thinking to flexibility in thinking. This change requires teachers to be equipped with a philosophical mindset, which is one of the foundations of perceptual skill. In other words, perceptual skill requires a mental community, meaning the liberation of thought from the constraints of individual, tangible matters, and intellectual ossification (Holfish and Smith, 1996, translated by Shariatmadari, 2010).

According to Neller (1997, translated by Bazargan Dilamghani, 2019), first of all, administrators and teachers can encourage students to have original ideas. Many young people are naturally prone to new ideas. The educational system should try to moderate conservative and conventional attitudes in them. If we want to develop philosophical thinking in students, we must encourage them to express their opinions freely, so that they can face studies and findings with a fertile mind and apply their learning in a broader way. Budo (1999, translated by Khanzadeh, 2006) believes: The great educators have proposed principles that, if observed regularly, continuously and harmoniously in the educational environment, will greatly contribute to intellectual development and mental growth. We must respect the original and

unusual ideas of students, without threatening them in terms of grades and evaluation. Students should be free to do what they want.

Since in the educational environment, only a thoughtful and creative teacher can influence the minds and thoughts and, in other words, the creativity of students in the educational environment, the question arises as to how to create the basis for creativity and philosophical thinking in teachers, or increase their creative power? One of the problems of schools is that in terms of educational level, they are more in the cognitive realm and the first to the fourth levels of Bloom's taxonomy, administrators and teachers pay less attention to creative thoughts and behavior, for this reason, the correct education of students requires the education of teachers and instructors who have philosophical thinking themselves. A teacher with philosophical thinking means a teacher who is curious, has critical thinking as well as analytical and combined thinking. The behavior of such a teacher is purposeful, and this purposefulness is combined with awareness and knowledge in all fields and activities, both in the school environment and in the field of life. The teacher must know what activities to do and how to do them to help bring about the desired change in students' behavior. These activities arise from his/her attitude towards humans and humanity. Therefore, curriculum planning in educational institutions, from schools to universities, should both change program strategies and change and organize the cultural and physical space of classrooms, and provide for the development of creative and critical thinking skills (Hosseini Galvardi and Mohammad Jani Asrami, 2016).

It is an established principle that education in every society and in every time and place deals with the becoming of a human being and seeks to determine goals, content and methods of achieving goals. Currently, one of the goals is to develop the power of thought in both action and opinion. The feeling of working in active methods is to develop the power of thought, that is, how to think and also to create motivation and interest in learning. Descartes' famous sentence "I think, therefore I am" shows that man is defined by his intellect and the cognitive mind is the basis of work. The ideas of Rousseau and Kant have laid the foundation for active teaching methods. According to Rousseau, education should be based on the interests of the child and be able to arouse curiosity in him. Kant believes that human nature is a unit of many talents and abilities. Since man is free and has free will, he must provide the means for its manifestation. The true nature of man is manifested through his specific mental abilities and his powers of understanding and thought. The purpose of education is to develop the higher powers of the mind, which include the power of understanding, judgment, and reasoning. As a result of education, the child's mental abilities are crystallized. Kant's teaching method is consistent with his theory of knowledge. He considers knowledge to be a construct of the mind, therefore his preferred teaching method is the Socratic method (Mahruzadeh, 2010). Teachers with a philosophical mindset can help learners to move their thinking from superficiality to deep thinking, and, as Socrates said, from indifference to a thoughtful perspective. The characteristics of thoughtful thinking are inquiry, a creative look at things, and flexibility. Einstein considered flexible thinking to be the key to learning. He believed that posing new questions and new problems and looking at old problems from a new angle requires the power of imagination and creative thinking. And according to Piaget, perception is the same as invention. This means that we reconstruct knowledge with a few creative acts of the mind. According to constructivist schools, cognition is the product of a creative and constructive mind that is obtained during experience and interaction with the environment. Learning is the rearrangement of concepts and experiences that leads to the creation of a new pattern of thinking or insight. According to Freire, knowledge is achieved only through innovation and re-creation. For this reason, the method of memorizing materials has an inverse relationship with the power of creativity and the creation of thought.

Considering what has been said, the mission of education is primarily to meet the intellectual needs of individuals. Students must learn critical, creative and logical thinking skills in order to make appropriate decisions and solve complex life problems. Educators and teachers with philosophical mindsets can use a variety of active methods to develop the power of thinking and creativity, the spirit of

inquiry and self-confidence in students, and create opportunities to benefit from the creative thinking of students in school.

Implementing active methods first requires teachers and professors who, on the one hand, are aware of the importance and necessity of using such methods and believe in them, and on the other hand, are aware of their design and implementation and have the necessary skills to create effective conditions for learning and help their learners to relate what they are learning to a more comprehensive and broader concept and to achieve basic principles, so that they can enjoy learning and gain a positive attitude towards learning and school. To achieve these goals, students must find the opportunity to think and express their thoughts and theorize, collaborate in groups and judge their own and others' beliefs, and consider themselves to be thoughtful, independent and complete individuals. On the other hand, teachers who possess the characteristics of a philosophical mindset do not only deal with the materials and subject matter, but also deeply engage students with a problem, so that they visualize and explain the problem in their minds, obtain clues, evaluate their findings, and finally achieve correct thinking. In general, teachers who have philosophical thinking have a specific procedure and criteria in all matters, and have criteria and goals for themselves that are long-term and easy to achieve. In dealing with new situations, such teachers, instead of resisting, react appropriately to that situation, and with their creative thinking, they act on a new interpretation of things and reorganize their experiences. In other words, such teachers free themselves from any kind of intellectual petrification and psychological rigidity. Teachers with a philosophical mindset in the field of classroom leadership and guidance, believing in the principle of learner activity, provide a positive and favorable atmosphere for learning and education, considering the needs of students, and try to guide students according to their physical and mental capabilities in order to develop their talents.

A teacher with logical thinking, by establishing effective and positive communication with learners, provides a favorable environment for them and, with the help of the power of his philosophical thinking, tries to establish a mutual and respectful relationship with students and prepare them for social interaction and transactions like real people in society. For this reason, the teacher's empathy and companionship with learners makes them overcome obstacles more easily and become more interested in the environment. On the other hand, such teachers, by mastering the main subject and teaching skills, make good use of educational strategies, classroom management methods, and goal formulation while practicing, and organize their lessons in a way that maximizes student learning (Sukhnour and Mahrozadeh, 2010).

Finally, having the characteristics of a philosophical mindset not only creates a favorable attitude in teachers towards active teaching methods, but also increases teachers' effective teaching ability and interest in teaching, and also causes teachers to establish effective and constructive communication with learners and provides the basis for their activity and flourishing. Therefore, strengthening teachers' philosophical mindset causes them to think about improving their awareness of every idea and belief and its application. They also look at the issues around them with a comprehensive view, which will facilitate learning activities. Flexibility, comprehensiveness, and reflection can help teachers achieve the following characteristics and apply them in practice:

1. Teachers' non-resistance in new and up-to-date situations, behavior appropriate to that situation.
2. Relating immediate issues to distant goals.
3. Avoiding absolute judgments and displaying appropriate and reasonable behavior in emotional and emotional situations.
4. Having a broad perspective and examining issues, events, and phenomena from different angles will lead to creativity.

5. Not being biased towards a specific solution that will lead to the scientific and research development of students.
6. Avoiding hasty decisions and being able to establish sincere communication with students.
7. Judging and evaluating the behavior and speech of colleagues away from previous mindsets and prejudices.

Conclusion

Education and training in today's world has a different concept than in the past. The evolution of science and technology has made the necessity of transformation in the process of educational activities undeniable. Students and their training can never be viewed with the attitude of the past and traditional biases. Today's educational systems must train forces who are capable of understanding the complex world and are creative and innovative in managing and leading it. Therefore, training thoughtful and creative people requires its own methods. Education can provide a suitable platform and situation for this. In today's world, education in schools must both benefit from the leader's own learning and support reflection, criticism, and creative thinking in order to fulfill its mission. In general, the 21st century man will consider humanity above human power and in education and training, he will prefer to produce positive and creative people rather than just being strong. The above discussion shows that choosing competent teachers is of great importance for educating and training individuals. In this context, it is clear that being aware of the characteristics of a good teacher who has mental capabilities and dimensions of philosophical mentality can affect how he teaches them and ultimately educates thoughtful, creative students with mental capabilities. These characteristics will be examined below.

The last and perhaps most important characteristic of a capable teacher is having philosophical thinking. A teacher with philosophical thinking (i.e. a curious teacher with critical, analytical and combined thinking) is purposeful. And this purposefulness, together with his awareness and knowledge, is present in all activities of the school environment and life. The teacher must know what and how to do in order to help the emergence of desired change in students. This is affected by his attitude towards humans and humanity. Therefore, the curriculum planning of educational institutions, such as schools, must provide strategic programmatic change and change and organization of the cultural and physical space and even classrooms, providing creative and critical thinking skills (Solimanpour, 2002, p. 108).

When talking about the role of the teacher in the process of education, it should be emphasized that the teacher cannot remain neutral. He must wholeheartedly support education and the conditions that make it possible, and oppose those forces or groups that limit or stifle it. Of course, in addition, the teacher himself, as an educated person in education, is not neutral in relation to the conflicting ideals and standards that exist in our society today. But despite his firm personal convictions, as an educated person in education, his thoughts and words are directed towards education. He is not a promoter and does not want to spend the process of education on shaping the habits, attitudes, standards and values of his students so that their thoughts, judgments and choices can be documented or determined (Smith, 1991, p. 25). Therefore, it can be said that the most important task of teachers in education is to teach students how to learn (Solimanpour, 1992, p. 25), not to determine and shape what they should learn.

In order to create a philosophical mindset in teachers and students, it is necessary to create a context. For this purpose, education and training must create the necessary contexts for the development of intellectual abilities and thinking skills. In recent years, educational psychologists and other experts have criticized the excessive emphasis of schools on transferring knowledge and information to students and instead have recommended that teachers develop thinking skills in learners (Seif, 2002, p. 55). According to Bruner, the founder of discovery learning, it is not important what the learner learns; it is important how he learns. Therefore, education and training is one of the useful fields in which learners

can take intelligent and ethical action and pursue valuable goals by having a philosophical mindset to complete the tasks that society expects of them. As a result, the fields of philosophical thinking developed by teachers in students make them thinkers who integrate scientific and theoretical aspects in different fields and criticize and examine the opinions of others before accepting their ideas. Philosophical mindset will help these people make decisions and reach rational conclusions. In the meantime, the role of the teacher is simply to provide the grounds for philosophical mindset to grow and achieve perfection, in order to provide the ground for the growth and development of humans and human society and create a thoughtful, thoughtful and creative society (Sarmad, 1997, p. 54). As a result, the teacher's philosophical mindset can affect the philosophicalization of students' mindsets and ultimately help their personality development and academic progress.

In conclusion, as a final analysis, it can be said that the goal of education today is for all people to become practical-minded and to abandon superstitions and baseless beliefs. Everything they say and everything they accept from others should be supported by reason and evidence (Shariat-e-Amdari 1995, p. 40). In this regard, schools can play a very effective role. Schools can capitalize on the fact that children have theories from an early age and are interested in the rational, logical, intuitive, and ethical dimensions of thought and action. Schools have unique opportunities for nurturing children's minds, and these opportunities are provided to them by fertilizing children's minds and making them aware of how they can benefit from their intellectual and emotional talents (Haines, 2005, p. 69-70).

The philosophical spirit is achieved in the light of having a philosophical mindset. That is, until a person achieves a philosophical mindset, he cannot develop the above eight characteristics. Philosophical mindset is a tool to help individuals in thinking, which is characterized by a degree of comprehensiveness, depth, and flexibility of thought when the individual makes value judgments to solve a problem. The presence of these characteristics in each individual causes differences in the quality of his thinking and behavior.

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