

Dialectical Inquiring, an Active Means in Training Scholar's Intellectual Ability

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ABSTRACT

Teaching is a process in which there are so many factors to play role, but all of these factors have not studied necessarily. Teacher should design the form of teaching as a chosen method in order to examine instructions well. There are also so many teaching methods, but this study is to focus on inquiring or dialectical, conversational inquiring. At first, we have defined intellectual ability and teaching concept in the philosophy. Then, there are some learning models and hypotheses, and teaching factors, therefore, Sograt's importance of inquiring method in Islamic organ treatment, finally, we will discuss about fine asking, some guides for reply, the different questions and answers. For educational critics, the lesson books are not some sources to gain knowledge; instead they are means to explore the unknown matters. In fact, teacher's instruction should be based on scholar's reflections, in which they will know how to learn not how much to learn. In the same method, the learner's quality will be based on his reflection and intellectual imagination; meanwhile in the same method quality is more valuable than quantity which is based on field of knowledge.

KEYWORDS: question and answer, dialectic, contact, intellectual ability and scholars.

INTRODUCTION

Regarding progress in the different sciences, it should be believed that teacher's duties are not the transfer of science, instead it is to provide fine position for learning, and in fact scholars should learn how to think and how to learn. The researches in the field of teaching show that possession of special sciences cannot be only means to instruct science to others, but also teachers should be expert to teach scholars in order to transfer sciences. In other words, instruction won't be provided, if it is explained and repeated by learners, because the general goal of instruction is to let intellectual ability appear. The intellectual ability is the basis of human's vitality, and everything that he has got through ages are the results of his intellectual ability.

It is the main deed of teacher to let scholars think. An expert teacher who leads his scholars to face the different issues in order to solve them. Some of scholars ask some questions, while teachers introduce the lessons, besides it is not possible to answer them with a few words, therefore it is necessary to answer them with reflections.

By comparing the different solutions, teachers will answer them in the best way that leads them to think well. Teaching methodology should provide horizon of science for scholars, therefore the dark points of scholar's mind will turn in to the questions, and they will drive to find replies. By providing scholars to ask questions, they will find the clear way in science (Azizi and Manafi, 2009)¹.

"There is common knowledge in two person's inquiring" (Khaniki, 2004).² The goal of inquiring and answering is to solve either a theoretical or practical issue. The fact of ask and answer is to understand other and to criticize other not to attack them or not to defend ourselves. Therefore, it is necessary to say that "asking and answering is a method in which participants search a common goal in order to solve a problem, therefore they will understand each other. "In inquiring and answering process, the goal is to understand you, while you are to criticize me. My criticism causes you either to express yourself clearly, or to approve yourself strongly, therefore I can understand you actually. After passing this dialectical process, we will solve the problem gradually." (Malekian, 2002)³

Intellectual ability and philosophical schools

One of the main goals of education and treatment is to explore capabilities, to rear the findings, and to develop intellectual ability. For some teachers, education means to rear the intellectual ability such as understanding, memory, remind, association, consideration, will, and imagination. The goal of education and treatment is to make and to develop intellectual ability.

Intellectuality plays an important role in our social and individual life, so that every society needs the instructional, political, social, economic, religious and moral programs to progress, therefore wisdom makes human being superior than other creatures, it is located in the first level among human's values. Besides, spirituality is an apex of human's belief can be understood by wisdom exclusively. The most important factor of human is his reflection; hence it has been emphasized in Islamic philosophy.

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One of the most important instructional methods in rearing scientific, religious, reflective progressive tendency in a person is to make a learner curious, but the traditional methods of teaching not only cannot develop a learner's reflective, progressive thought, but also it makes the learner copy the imposed lessons in his mind for his exam (Karimi, 2004)⁴.

For educational critics, the lesson books are not some sources to gain knowledge; instead they are means to explore the unknown matters. In fact, teacher's instruction should be based on scholar's reflections, in which they will know how to learn not how much to learn. In the same method, the learner's quality will be based on his reflection and intellectual imagination; meanwhile in the same method quality is more valuable than quantity which is based on field of knowledge.

For Plato, an original knowledge resembles to the world of Ideas is non-material, intellectual and immortal. Human beings minus their places and their time are common in an example or Idea.

"Original instruction and treatment is also general and immortal like a fact, because a fact would be approved by wisdom, and it is the best kind of instruction and treatment (Pakseresht, 2001, p: 27)⁵.

All of philosophical schools including Idealism, Realism, Scholastics Realism, Perennialism, Essentialism, Progressivisms have agreed that we can assign the different items by our wisdom and to choose those which are based on human's nature. In intellectual organ of Islam, Wisdom has been deserved so much that every Muslim as a human being should control his personality and his behavior, in order to be known as a wise person. The same deed is worthwhile in treatment organ, because treatment is the main aspect of knowing, in other word, every issue would be regarded as a treatment, if it contained knowledge and consideration. Instruction and teaching are intermingled by conception and wisdom.

The method of instruction and treatment considers content less and instead it considers instruction and learning more. The relation between teacher and scholar is not based on scholar's promptly answering to what his teacher asked him, but it is based on criticism in the balance of wisdom. Learner should not only consider learning, but also he should examine and criticize the issues, in order to recognize what is logical. Reflection and inferring are learner's main deeds.

In Islamic treatment, wisdom should lead to independent reflection, brave criticism about different concepts, and relations. If learners criticize every phenomena in their learning processes, they will excite to ask questions, therefore, learning will be question-based instead of reply-based, hence we will see how wisdom face outside world independently (Karimi, 2004; 91)⁶.

Main characteristics of teaching process:

- 1- Teaching is a triangular process. The modern concept of teaching is triangular process or three polar. They are teaching process, teacher, is to collect them together, in which teacher will transfer the different concepts to learners. Therefore, teacher should concern scholars and he should know how to learn.
- 2- Teaching is a triangular of information. There are so many things that learners do not know about them. Therefore, it is necessary to provide learner's needs and capabilities systematically.
- 3- Teaching causes learning. We cannot make learners learn lessons, because he will learn when learner is longer to learn. Teacher should make scholar willing to learn. He should help scholars to learn independently.
- 4- Teaching is a willful learning. Learner won't be turned into a willful learner, and teacher should use some means and methods to excite learners. He should provide scholars to learn.
- 5- Teaching is guidance or a way. Learner should be guided to do well. He should answer the environmental incites correctly.
- 6- Teaching help learner to compensate himself with his environment, in order to success socially.
- 7- Teaching help learner to approve his emotions, because good deeds are results of good emotions. Learners should feel security, which will appear in peace and freedom. Teacher should adore his learner.

Finally, teaching is the process of transferring science, motivating, and guiding scholars in order to learn, to instruct their emotions, to increase their intellectual abilities, to compensate with their environment and to be ready for social activities.

Teaching Method as the Most Important Instructional Design

Teaching method is the most important level of instructional design. After choosing content, and before assigning means, teacher should choose how to teach scholars, because it will assign how scholars lead to their instructional goals. For us, teaching method is classified in three sections:

- a- Historical methods-such as Socrat's method.
- b- Usual methods: In other words: Not new methods including: Descriptive, lecture, exploring, solution, debating, question and answer, mono-method of deed or project, small groups, examination, and dramatic methods.
- c- The new methods: Attaining concepts, pre-organization and memorization, intellectual development, non-directive teaching, Synectics or Increasing awareness.

It is necessary to say that these classifications won't make one superior to other; instead everyone has its own priority and its characteristics. Most of treat mental critics have emphasized the method which faced the learners to the question, therefore question and answer method or conversational method (dialectical) will be discussed in this study.

One of teaching methods which develops wisdom is conversational (dialectical) Socratic method, in which teacher agitates his scholar's knowledge to his thoughts. Teacher should design some questions about human's important issues. By applying Socratic conversation in class, teacher can emphasize the group discussions, in order to make the group interests, in which all scholars share.

In the same method, first, Socrat asked a question, while addressee answered him, and he edited or completed an addressee's reply by another question in order to make him think about the next question. Finally, by different, repetitive questions, Socrat let his address know about the first question in order to gain complete conception of first question. Therefore, it seems, applying of the same method makes addressee think, because there is no way to avoid these repetitive questions.

Question and Answer

This method makes scholars not doubt about themselves, instead, they will be self-confident to success in learning, therefore, learning will be turned into a progressive method to make them capable (Bandura, 2002; Pajarsers, 1996; Schunk, 2002)⁷.

By sharing in the question and answer discussions about lessons, scholars will think about their thoughts and behaviors, and they will know about the different ideas and behaviors. While scholars know about questions and answers, they will be able to think closely and to be creative (Caine, 2001)⁸.

Even the most expert lecturers do not speak enough, in order to make audience understand him fine. Therefore, asking question guide both teacher and scholars to prime concepts. If teachers make some brain storm in scholar's minds, they should have enough time to design some questions for their scholars (Ibid).

Discussion sessions provide scholars to decide personally, to choose their goals, to understand complex matters. The same sessions will provide the natural environment for scholars to classify their duties, in order to examine concepts and to answer their question which is a section in learning (Ibid: 121)⁹.

Question and teacher's reaction and classmates motivate scholars to think continuously and deeply, in order to recognize the special characteristics, to find the relations, to examine the situations, to have self-reflective thought, to develop their goals, to decide sensitively, and to interchange their known concepts to others (Ibid)¹⁰.

Development of brain operation cannot be approved by memorizing matters, besides brain cannot be also limited by other's plans. In fact, scholars need time for comparative, artist-based decision (Goldberg, 2001)¹¹.

The same decision is the result of scholar's questions which originate from their goals, needs, and their interests,

For Goldberg, the method of asking and answering can increase scholar's functions in planning and organizing their thoughts; therefore they can examine and explore the meaning of ideas, behaviors, the different deeds, balanced emotions, long working, critical thinking, active memory in order to find their weak and strong points (Ibid)¹².

Whereas conversation originates from speech, it is located in superior position. Dialogue is contrary with monologue, because the former does not mean to speak by yourself aside in a long time, it is not exclusive, and hence dialogue is known historically by conversation (Khaniki, 2004; P: 90)¹³.

Speaking, conversation was the main Grecian art. Grecian were talkative, and vocabulary had mystical effect for them, beside rhetorical art was the main art among Grecian people (Sharaf, 1977; P: 116, Khaniki, 2007; P: 91)¹⁴.

Therefore, Socrat's dialogue has been concerned as a means to form a person's emotions and thoughts in his environment, and after his death, this dialogue was the cause of intellectual and philosophical approaches in which their common point is the philosophical method of asking and answering, and conversation among people (Pazargad, 2004; P: 91)¹⁵.

Plato in *Filbus' Dialogue* believed dialectic was art, and Gaust believed dialogue was gods' gift for human beings (Sharaf, 1977; P: 115; Khaniki, 2004; P: 91)¹⁶.

Augustine in his book *confessions* has chosen the method of conversation in order to achieve the prime belief in the world and all of conceptions. By knowing process, he experienced felicity, hence reflection guided him to fact minus any doubt (Yasperes, 1984; P: 29-31)¹⁷.

For Socrat, asking and answering is the result of this fact that human does not know the same knowledge that he has gained means "the knowledge of ignorance", it masticates him to develop his individual knowledge by asking and answering. Therefore he helps others to Jain the chain of accessing to knowledge.

In Socrat's method, teacher usually asks some questions in order to organize his scholar to access knowledge and past experience in order to answer questions. Socrat's method was not only dialectical including speech act between teacher and his scholar, but also it was synecdoche means details lead to general facts.

Critics believed that Socrat's method resemble to the psychological methods in the contemporary age. Some of critics believed that Socrat's method is not based on teaching, instead it is explorative. Socrat did not design

the special instructional goals for scholars; instead he has made his scholars to good researchers (Safavi, 1992)¹⁸. In the same method, if the questions of previous lesson have been predicted, and scholars had enough time to take notes for their answers, teacher would not be a unique person to find correct and wrong answers.

While teaching standards are high, it is necessary to design some difficult questions, in order to motivate scholars to think deeply about their concepts and their ideas, Sograt's method is used in most of magistrate and law colleges in the well-known Universities in the world (Cain and Cain, 2001)¹⁹.

In the same method, teacher asks scholars to read some logical files, or commercial scenario, in order to ask some questions, in this method, scholars access knowledge and view. For example, teaching process for a teacher who teaches law includes the following items:

- Why executive, logical, and justice are separated?
- How the governmental organs separate?
Meaning the word "Separate".
- Discuss about some logical files which have been approved in the supreme court of main law, is it logical amendment? (Ibid, 2084-85).

In Sograt method, teacher should design questions closely, therefore they won't contain any reminding, but it is necessary to use the previous learnt issues in the first level, in order to not make conversation into some misused, abused facts (Goteck, 1997; Pakseresht, 2001)²⁰.

As whole, Sograt's method is valuable, because it is able to provide the intellectual development. Scholar should provide the enough causes for his answer, and wisdom makes active in this process. Then, teaching in Sograt's method activates wisdom greatly; hence wisdom is to be provided to develop fully (Imani, 1998)²¹.

Importance and Place of Question in Islamic Treatment Organ

Human is superior, he is able to think, and the beginning of thought is asking. When a person asks question, he approves himself, and those who do not ask any question cannot access to the replies (Karimi, 2004; P: 165)²².

The basis of knowing is to ask question about yourself, world, and nature in "question-based axis". The duty of question is to assign the intellectual actions in the appropriate way. Question guides mind to the appropriate way. There are so many examples in Quran in which god has commanded people to ask question, for example in Anbia Sooreh, verse 7, He says:

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نَا قَبْلَكَ وَإِلَّا لَرَأَيْتَهُمْ فَيَسْأَلُونَكَ عَنْهُمْ أَأَنْزَلْنَا إِلَيْكَ الْكِتَابَ إِن كُنْتُمْ لَا تَعْلَمُونَ

There are 15 cases in which God has asked people to ask questions political, moral, mystical issues.

The right of asking question is an important, connective means among people, it is so chaste that God has called it as well-being means for people. He says:

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ وَإِن كُنْتُمْ لَا تَعْلَمُونَ

(Al Rahman, 3, 4 verses)

Human being was created, and learned to speak.

Therefore, "Speech" is God's religious verse in order to carry rhetorical culture to other ages of society. Human is also free for Imams and messengers, they are free to think and to ask questions through researches.

Asking and answering are important on Quran instructions, because the addressee also introduce and save his capabilities.

There are so many means to motivate people to ask questions and how to ask question among Imams and messengers, but we are not here to discuss about them. Hence we introduce some examples.

Quran guidance for increasing the intellectual ability is so close and deep that it is located at the sublime among other cultures.

Quran has asked people so many questions in order to make them think, for example God says.

اللَّهُ الَّذِي سَخَّرَ لَكُمْ الْبَحْرَ لِنَجْرِي الْفُلُوكَ فِيهِ يَرَىٰ فُلْجَمِ لَا يَأْتِي لِقَوْمٍ يَتَفَكَّرُونَ

(Jasieh, 11, 12)

You god is who has created seas, in order to make ships salient on them, you can gain his well-being, and you may pray him. Such verses are some example for those who think about everything.

There are so many Imams who have discussed about asking and answering method in education and treatment Imam Bagher says: "Whenever I explained you something, ask me about Quran a causes." (Alkafi, Value 1: 60 and Hosseinizadeh, Hosseini Zadeh, 2001, P: 78)¹³.

Imams encouraged people to ask questions, Mohammad Moslem asked Imam Bagher about slow movement of noon sun, he said, "Mohammad! How much you are small, but your question is great. You are deserved to know about answers (Mostadrak Alvasael, Volume 4, 126; Hosseini Zadeh, 2001: P: 79)¹⁴.

Imam Ali also encouraged people to ask question, he recommend people ask him questions about what is on earth, he will answer all of them (Majlesi, 1403; P: 231-32)¹⁵.

Islam deserves question in order to erase doubts. Even if one of Islam foe asked you about Islam and Islamic

The Method of Good-Asking

Asking is an instructional method in teaching. Question is the key of all instructional actions, hence a good

teacher should be a good asker.

For Dhiman, the person who asks good questions may not be a good teacher, but there is no doubt that the person who cannot ask good questions cannot be a good teacher (Dhiman, 2007; P: 42)²³.

Therefore, a good method of asking question can be one of a teacher's wishes. In fact, asking is one of technical, influencing methods for a teacher.

For Dhiman, the characteristics of a good question are clarity, challenging and specialty. A good learner should also concern the following items:

- 1- Questions should not be very easy or very complex, they should encourage people to think.
- 2- Questions should be designed generally. They should not be limited to some clever learners. While we call clever learners to ask them question separate from weak learner, it is a bad method. Teacher should introduce questions to all learners, they should not know who will answer questions, then he will ask one of them to answer question. It is not a good method to call a learner in order to ask him a question.
- 3- Some oral questions which are answered quickly should be avoided. Learner should have enough time to answer questions. It is not good to leave questions unanswered.
Teachers who use answering, questioning method should be patient with learners. Whereas the learners can be forced to achieve promptly results. The teachers who believe in 100 percentage application force learns stressfully to find replies in the shortest time, therefore, in the same method they will make mistake.
- 4- We should design question before attending in the class. It is not good to change the structure of question, because it may disappoint scholars to think about replies. Questions should be designed in the good form and content.
- 5- Question should be classified well; they are different, because of their forms and contents. The sequence of correct replied should be considered. They should be enough, in order to motivate learners to think, their replies should not be limited.
- 6- If whole of classroom cannot answer to a special question, it is either complex or misused. It is better to avoid such questions. Teachers should be pride of his fluency of asking question in the class.
- 7- Questions should be asked in the good manner. Teachers should not produce the nervous tensions in the learners in order to avoid thinking. Shooting the question makes learners disconcert. (Ibid, 311-312)²⁴.

Every question is not able to increase scholar's knowledge, they should be designed deliberately (Hosseinizadeh, 2002: 89)²⁵.

When a teacher introduces a scientific issue in the class, he should think about question which should be clear and well-informed for him.

If question was clear, and the reply was not visible, the situation also was good, and the learner was conscious, he would introduce the question. If he did not think about question, it would be doubtful, and fragile, therefore it will waste the time (Ibid)²⁶.

One of the main aspects of asking question is to introduce knowledge and information, instead of making trap.

Imam Reza has said about Imam Ali that he has been in Koofeh mosque, while a Shamian man attended there in order to ask him some questions. Imam Ali recommend him ask question instead of fault-finding (Ibid; P: 90)²⁷.

If there were a lot of questions, it would not be good, because teacher won't find a chance to introduce his lessons, therefore scholars will misguided. Imam Aki says:

كثرة السؤال تُورث المَلالَ

A lot of questions are boring (Reishahri, 1997; P: 279)²⁸.

Guide to Answer

The following cases should be considered in the replies:

- 1- Replies should be in the complete sentences. They are the complete explanation of what we have asked scholars. An incomplete reply is not acceptable.
- 2- Wrong replies should be managed deliberately. The condition of class should be natural. Teachers should not address scholars by humorous sentences. Learners should know why their replies are wrong. It may not be understood by scholars. The wrong reply should be explained, and learner should be guided.
- 3- Teacher should encourage good replies. It is not profit here, but there will be a lot of benefits. For example, scholar feels that he has been considered by his scholar, and he would be encouraged to accompany the class.
- 4- There should be enough time for learners to think, but it should not be long to make clever scholars impatient.
- 5- Teachers should try to find replies among scholars, but the first line of class should not be avoided for the last lines. The scholars who know replies, will be motivated to answer.
- 6- Scholars should be trained to answer both teacher's and his classmate's questions.

The Different Question and Replies

Question and replies are the main methods of teaching which has been known in history. They have been classified in three methods:

- 1- Sometimes, there are some questions which are approved in the lessons, and teacher also has not answered them yet. There is either some doubtful point which should be introduced for teacher. In such classification, scholar is located in the center; they should study and struggle to know questions and their replies. Therefore, the same method is scholar-based and teacher will answer scholar's questions. Question and reply method is a strong method to increase knowledge, in order to design situations to provide scholar's teachers interactions, because question is the simplest method to interact scholars. Most of teachers want scholars to ask questions at the end of class, but they would be disappointed by scholars.
- 2- Sometimes, teacher asks questions, the reply either is introduced by teacher or scholar. If reply was correct, it would be approved by teacher, if it was incomplete, it would be completed, and if it was wrong, it would be edited. If teacher did not know how to manage the questions and replies, most scholars would be frightened. Therefore, it is better to provide all scholars to answer questions not some special scholars. As whole, scholars do not like to be known in the class. But if teacher ask all scholars to write a question on a sheet, then they deliver them to the teacher, all of them would be answered minus any treatment.
- 3- In this kind, either teacher asks question, or scholar, but questions should be sequence to reply.

The Benefits of Question and Reply Method

Hosseinizadeh (2002) has classified the same method in five items including:

- 1- If either scholar or teacher asks question, he will imagine the question wrongly, therefore he will be motivated to learn. If a scholar is motivated, teacher will also consider his instruction, hence scholar will also consider his learning.
- 2- By designing question, scholar will accompany the instruction which will be continuous.
- 3- After asking question, teacher will know about scholar's need.
- 4- Meanwhile, if question was sequential-either by scholar or by teacher, instruction will be clarified deeply.
- 5- Question motivates scholars to think, because they should activate their imagination.

Imams have asked some questions to increase their follower's mind abilities to think. For example, God's messenger, Mohammad asked his follower, there is a tree among trees which does not shed the leaves, it resembled to Muslim, what is that tree? (Ibid30)²⁹. The same method has been called "the method of intellectual, creative development" which has been introduced by Bruce Joyce and Marsha Weill as a direct comparison, or a creative model of teaching. It concludes that teachers should let scholars increase their intellectual abilities.

Direct comparison is based on simple comparison of two concepts. The comparison should not be symmetrical in all aspects. It is as simple as predict a concept or issue in order to introduce a new thought, concept or issue (Joyce, and Weil, 1986, 1992; P: 235)³⁰.

Conclusions

One of the main goals of University is to think; hence teachers should try to increase scholar's thoughts and to help them to apply the critical, creative thoughts in order to understand the instruction well. It is the cause that has revolutionized teaching and instruction, because it is based on thought and wisdom. Training the intellectual ability has been considered more, because teachers do not have enough time to access knowledge. Therefore, the instructional organs are not the source of knowledge by themselves, and teachers also are the means to transfer knowledge. It is not only teacher's duties to transfer scientific facts; instead, they should scholar's good conditions in order to learn and to think well. Scholars also should think independently, they should be let think, and it is the main duty of teacher. An expert teacher is a person who let scholars face issues to make them think.

For critics' teaching methodology, asking is a critical thought, and question is to apply wisdom freely. If scholars know about asking and answering method, they will develop their knowledge, and they will be equipped to provide their scientific needs, in order to develop their thoughts.

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