




Can 'Philosophy Education for Children (P4c)' Practices Be Done in Primary Schools? A Qualitative Research on Teachers in Primary Schools

Erdal ZENGİN¹

¹ Firat University, Faculty of Education, Elazığ, Turkey  0000-0002-4771-0160

ARTICLE INFO

Article History

Received 17.04.2022

Received in revised form
05.09.2022

Accepted: 22.09.2022

Article Type: Research
Article

ABSTRACT

The purpose of this research is to determine the views of teachers working in primary schools on philosophy education for children (P4C). For this purpose, the study was based on the phenomenology pattern, which is included in qualitative studies. It has benefited from the "purposive sampling" technique, which was determined in accordance with the purpose and method of the research. Since certain criteria are taken into account during the creation of the sample group in the research, the criterion sampling strategy will be used as the sampling strategy. Semi-structured interview, which is one of the qualitative data collection tools, was used to collect the data of the research. The questions (6) in the interview form were prepared by the researcher and given to field experts (2), branch teachers (2) and classroom teachers (2), and were brought into a state where they could be applied in line with the feedback received. The obtained data were analyzed with content analysis and findings and results were reached. According to the results of the research, primary school teachers stated that primary school students can do philosophy. It is thought that education with philosophy will enable children to develop their critical thinking skills, mental questioning skills and respect for different ideas. However, another result is the result about whether the students have the skills to philosophize. According to this, it was concluded that "the student asks questions in order to express himself and comprehend different ideas, there are intellectual processes for questioning at all ages, and the student has a sense of curiosity that enables the integration of thinking skills with the mental process".

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Keywords:

Philosophy for children, primary school, primary school teachers, primary school students tap here to enter text.

1. Introduction

The first thing that comes to mind when asking questions is the science of philosophy. Although the science of philosophy reminds us of the ancient Greek era, it has actually attracted the attention of people in every age as the way to wisdom. This branch of science, which lays the foundation stone of the art of asking questions, continues to be a field that opens doors of peace for individuals of all ages as long as they ask questions appropriate to the period they are in. As a result, philosophy can be considered as a science that will help individuals of all ages as long as the right questions are asked in the right way. Based on this, the concept of "philosophy education for children" P4C, which argues that philosophy education can be given to children from an early age, entered the literature. It is argued that philosophy education can be given to children through this concept even in primary school and even in early childhood years.

It can be said that the basis of Philosophy with Children or P4C dates back to Heraclitus, who preferred spending time with children to governing a country with adults, or to Socrates, who tried to reveal the thoughts that existed in their minds and in the deepest corners of their souls through question-answer with

¹Corresponding author's address: Firat University Faculty of Education Department of Classroom Teaching, Elazığ/Turkey
e-mail: ezengin@firat.edu.tr

Citation: Zengin, E. (2022). Can 'philosophy education for children (p4c)' practices be done in primary schools? A qualitative research on teachers in primary school. *International Journal of Psychology and Educational Studies*, 9(Special Issue), 1099-1110. <https://dx.doi.org/10.52380/ijpes.2022.9.4.896>

children or mature youth (Tasdelen). , 2014, p.563). Matthew Lipman, who is the founder of Philosophy with Children, also developed the Philosophy for Children (P4C) approach, which he developed in this field, by being influenced by Socrates' method (Marashi, 2008). Apart from the Socratic method, it was observed that they were influenced by the educational approach based on the creative thinking and inquiry-based approaches of John Dewey, George Herbart Mead and Vygotsky (Jusso, 2007, p.78). Lipman (2003, p.43), who considers Philosophy with Children as a method, an education method that develops the thinking skills of individuals, sees it as an educational approach in which individuals' thinking skills can be realized more easily and they can do it on their own. Therefore, the main purpose of this approach is to enable individuals to ask questions comfortably, to create an environment where they can manage the questioning process through these questions, and to enable them to freely express their ideas and thoughts (Booy, 2013; Özkan, 2020; Taş & Uğraş, 2021). The most basic way of questioning is to make inquiries about a text and certain questions on a certain subject. As a result of these inquiries, it is to help each child in the group to put forward logical reasons by expressing their thoughts on this subject. It should be in a format that not only does not cause confusion by bringing up the right questions to be asked about the subject in question, but also eliminates the existing confusion. A dynamism can be captured within the group through these questions. This dynamism can create a question-answer atmosphere with the children's friends and create dialogues through discussion. At the end of this process, group members also open the way to develop social relations by transferring their ideas and thoughts, if any, their experiences on the topic being discussed to their friends (Direk, 2013; Günhan Altıparmak, 2019). Therefore, it can be said that the P4C approach not only helps children evolve their mental process skills to a higher level, but also provides significant support for children in establishing social relationships and expressing themselves.

When we look at the studies on Philosophy with Children, it has been seen that this approach has a significant impact on both the academic success and thinking skills of children (Boyraz, 2019; Bülbül Hüner, 2018; Karadağ e al., 2017; Colom et al., Okur, 2008; Trickey & Topping, 2004). In the doctoral thesis study conducted by Bülbül Hüner (2018), it was aimed to reveal how the primary school third grade Life Studies course designed with Socratic Inquiry-based activities affects the academic success and permanence of the success of the students. When the pre-test and post-test results regarding the achievement and attitudes of the students in the Life Studies course, which were taught with a Socratic inquiry-based technique, were examined, it was found that the achievement and attitudes of the students increased compared to the pre-application. According to the results of the permanence test, it was found that the permanence scores were low. In addition, Dirican (2018) completed a doctoral thesis in which the pretest-posttest quasi-experimental design was adopted in order to examine the effects of philosophy education activities applied to preschool children on the philosophical attitudes and behaviors of children. Philosophy with Children activities had a positive effect on children's ability to make predictions, justify their thoughts, express different opinions, be tolerant, be curious, and ask questions. As a result, most of the studies on Philosophy with Children in Turkey are studies that try to recognize and promote it, consisting of theoretical articles. The studies carried out to show the effect of the application were mostly carried out at the pre-school level. There is very little work at primary school level. In addition, another common feature of these studies is that they focus on developing various skills of the student. The study by Akkocaoğlu Çayır (2018) and Boyraz (2019) are two studies investigating the effects and difficulties of the Philosophy with Children approach on teacher candidates. However, there is not very little study that reveals teachers' perceptions of the use of philosophy in schools as an education approximation. Therefore, this study aims to reveal the perception of teachers about Philosophy with Children. It is thought that the obtained data will contribute significantly to the literature by expressing the situation of students studying at primary school level to receive education through philosophical inquiry from the perspective of teachers.

The purpose of this research is to determine the views of teachers working in primary schools in order to reveal the applicability of philosophy for children (P4C) in education and what kind of contributions they have for students. In line with these purposes, answers to the following questions were sought;

- What are your views on philosophy education in primary school?
- Do you think elementary school students can do philosophy? Why?
- When primary school students receive education with philosophy education, what aspect of this education do you think can improve the child? What kind of development do you expect?

- Do you think the questions you asked students in the classroom might have served as a philosophical discussion? Why?
- Can the development of thinking skills be gained in primary school years through philosophy education for children (P4C)? Why?
- If you knew that you could use Philosophy Education for Children (P4C) as an effective method in lessons, would you consider taking an education for this? Why?

2. Methodology

2.1. Research Model

This research was carried out based on the phenomenology pattern, which is included in qualitative studies. Phenomenological research is a strategy in which the researcher is questioned through the description of the participants in order to reveal what people experience about the subject (Creswell, 2016; Merriam, 2018). Phenomena can appear in various forms such as events, experiences, perceptions, orientations, concepts and situations in the world we live in. Phenomenology is an appropriate research method for studies that aim to investigate phenomena that are not completely foreign to us and that we cannot fully comprehend (Şimşek & Yıldırım, 2016). Moustakas (1994); He characterizes phenomenology, which seeks to understand lived experiences, as a philosophy and a method that involves examining a small number of subjects through a comprehensive and sustained focus to develop relationships of procedure, pattern, and meaning.

2.2. Research Sample

Qualitative research (Miles & Huberman, 2016), which is related to each other and works with small samples in order to obtain in-depth data, aims to reveal the personal ideas of the individual. Therefore, it has benefited from the "purposive sampling" method to achieve this aim. The main purpose of purposive sampling is to consciously select the people and institutions suitable for the problem situation being investigated and to choose the most appropriate sampling that will serve the purpose (Creswell, 2017). Since certain criteria are taken into account during the creation of the sample group in the research, the criterion sampling strategy will be used as a sampling strategy (Patton, 2014).

Table 1. Demographic Data of The Study Group

Feature		f	%
Gender	Female	15	30
	Male	35	70
Age	30 and under	8	16
	31-40 between	25	50
	41-50 between	5	10
	50 and over	2	4
Seniority	10 and below	17	34
	11-20 Between	25	50
	20 and above	8	16
Educational status	Undergraduate	48	96
	Master	2	4
	Doctorate	-	-
Working place	City	28	56
	District	22	44

According to Table 1, 15 of the teachers participating in the research are female and 35 are male. 8 of them are 30 and below, 25 are between 31-40, 5 are between 41-50 and 2 are 50 and over. In addition, it is seen that 17 of the participants have 10 and below seniority, 25 of them have seniority of 11-20 and 8 of them have seniority of 20 and above. In addition, 48 of the participants stated that they were undergraduate graduates, while 2 of them stated that they were graduates. It was determined that none of the participants could have a doctorate degree.

2.3. Data Collection Tools and Procedure

Before applying the developed semi-structured interview form, the participants were provided with an "informed voluntary consent form". In the first stage of the interview form, questions about demographic data were included. With this information, the interview form consisting of research questions was interviewed one by one with each participant in the study group, and the data were collected securely. After determining the depth of knowledge of the participants in the research about philosophy education for children and whether they have ideas about the subject, the participant group was determined. After the interview form was distributed, "What is your opinion about philosophy education for children?" The interviews started with a question. The interview forms of the participants, who were found to have no idea about the subject, were not included in the study. All interviews were conducted by the researcher.

2.4. Data Analysis

Content analysis was used to analyze the data obtained from the participants at the end of the research. Content analysis can be defined as the process of categorizing the data obtained from the participants during the research process in accordance with the research topic (Özdemir, 2010). The findings obtained through content analysis were interpreted descriptively and supported by the data obtained from the study group. In addition, direct quotations will be made from the statements of the participants for each category. In descriptive analysis, data are summarized and interpreted according to predetermined themes (Özdemir, 2010).

2.5. Ethical

In this study, all the rules that must be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. Ethics Evaluation Committee Name: Firat University Social and Human Sciences Research Ethics Committee M. Ethics Evaluation Decision Date: 07.04.2022 Ethics Evaluation Document Publication Number and Number: GO 06/19

2.6. Validity and Reliability

Validity and reliability criteria are widely used in scientific research in terms of the credibility of the results. Validity; While expressing the accuracy of the findings, reliability is concerned with whether the findings are consistent (Altheide & Johnson, 1994). For this purpose, the data collected in the study were coded into the analysis form by two researchers in separate times and places. The reliability of the study was calculated by using the separately coded data "Number of consensus / total agreement + number of disagreements" formula determined by Miles and Huberman (2016). Miles and Huberman (1994) stated that a reliability coefficient (>70%) would be sufficient for reliability in qualitative studies. In this context, the calculated reliability rate was calculated as 92%. In order to ensure the validity of the research, expert opinion was regularly consulted from the beginning to the end of the research process, and direct quotations were made from the texts and measurement and evaluation sections in the findings section. In addition, the data collection process ensured the consistency of the findings with the literature. All these procedures have been found appropriate and sufficient by different researchers to ensure validity (Yıldırım & Şimşek, 2008; Silverman, 2018).

3. Findings

As a result of the research, the data obtained from the study group were analyzed by subjecting them to content analysis, and the findings were briefly interpreted under the tables in a descriptive way. Tables were used for the simplified representation of these findings. Tables are shown under 7 headings in total. Each table consists of the answers obtained from the questions in the semi-structured interview form.

Findings Obtained from Teachers' Views on the Philosophy of Primary School Students

The findings obtained from the opinions of teachers regarding the ability of primary school students to philosophize are given in Table 2 below. Results; category, codes and frequency (f) are tabulated.

Table 2. Findings from Teachers' Opinions on The Ability of Primary School Students to Philosophize

Category	Codes	f
Positive opinion	Helps develop students' critical thinking skills	13
	It is a means of revealing different thoughts of each student.	7
	It will contribute to the development of mental inquiry skills.	6
	It is the first step to question life.	3
	Learns concepts such as right-wrong, good-bad and true-false easily	2
	They move away from demarcated mindsets	2
	It enables the student to base his/her own knowledge in order to reach the information.	1
Negative opinion	It is a way for the society to reach conscious and thinking individuals.	1
	Provides support to children in teaching behavior and values	1
	Philosophy weighs heavily on students as they are in the concrete operational stage.	4
	Education should be done with social activities instead of philosophy.	3
Unanswered	Education with philosophy at an early age creates confusion in children	2
	I have no idea about philosophy and education.	5

In the interview form, "What comes to your mind when you say "philosophy for children" about thinking education of students? Do you think philosophy education in primary school is important? Why?" When the data obtained from the primary school teachers were examined, it was determined that the answers given were around the theme of "thought education". It is seen that the findings gathered around three categories called "positive opinion (36)," negative opinion (9), and no response (5). For these categories, 13 codes were determined. The most emphasized of these codes was determined as: "It enables the development of students' critical thinking skills (13), It is a tool for the emergence of different thoughts for each student (7), and it will contribute to the development of mental inquiry skills (6)". Sample comments on these codes are given below:

"The ability of students to philosophize plays an important role in the development of their thinking skills. The student who already uses the ability to think enters into a more accurate and accurate thinking process within a discipline. Therefore, philosophy education is important in primary school and should be included in lessons whenever possible." (T19).

"It is important to give education with philosophy. Because each of the students has different thoughts, ideas and imaginations. This enables them to use this power they have correctly and to express themselves comfortably." (T11).

"I think education with philosophy is important in primary school. Philosophy education is important in terms of supporting the development of thinking skills of students. In fact, students philosophize while thinking and expressing their thoughts. In fact, if there was such a lesson, it would be a lot of fun." (T40).

Findings Obtained from Primary School Teachers' Views on Students' Philosophy Competence

The findings related to the philosophizing competence of the students of primary school teachers are given in Table 3 below. Results; category, codes and frequency (f) are tabulated.

Table 3. Findings Related to Primary School Teachers' Students' Ability to Philosophize

Category	Codes	f
Positive opinion	Asking the students to express themselves and to grasp different ideas	11
	There are intellectual processes for questioning at all ages.	9
	Having a sense of curiosity that enables the student's thinking skills to integrate with the mental process	6
	They can philosophize as long as there are activities that will lead students to question and not bore them.	5
	The processes of asking questions and having answers are actually the product of philosophical thought.	4
	Provides student-centered education instead of teacher authority in the classroom	2
	Expressing the neutral aspects of students without being influenced can be the basis of education with philosophy.	1
Negative opinion	Students in the concrete operational stage cannot philosophize.	4
	It will be a difficult process in terms of students' mental processes.	3
	It is very difficult for them to philosophize, depending on their environment.	1
Unanswered	I have no idea about philosophy education	3

In the interview form, "Do you think primary school students can do philosophy? Why?" When the data obtained from the primary school teachers for the question of the question were examined, it was determined that the answers were formed around the theme of "expressing oneself". It is seen that the findings gathered around three categories called "positive opinion (39), negative opinion (8) and no response (3)". 11 codes were determined for these categories. The most emphasized of these codes are: "The student asks questions to express himself and comprehend different ideas (11), There are intellectual processes for questioning at all ages (9), and the student has a sense of curiosity that enables the integration of thinking skills with the mental process (6)". determined. Sample comments on these codes are given below:

"The student's ability to philosophize indicates an important process in learning to think. The student, who is already in a thinking activity, has entered the process of philosophizing. Since the student does philosophy in this process, I think philosophy should be a part of the education process." (T1).

"Yes, primary school students can do philosophy. There are students who are open to different ideas and express themselves very easily. Since there are students who can express themselves easily, I think that they will act in this comfort while philosophizing and listen and think about different ideas patiently." (T5).

"Students who are in the emotional, mental and cognitive developmental period of children support this development with their sense of curiosity. Philosophy should be considered as an opportunity to support the development of these skills." (T12).

Findings Obtained from the Opinions of the Teachers on the Developmental Aspects of the Students Studying with Philosophy

The findings obtained from the opinions of the teachers about the aspects that the students who receive education with philosophy will develop are given in Table 4 below. Results; category, codes and frequency (f) are tabulated.

Table 4. Findings Obtained from The Teachers' Views on The Development Aspects of Students Who Receive Education With Philosophy

Category	Codes	f
Positive opinion	Critical and creative thinking skills will develop and these will improve their thinking skills.	14
	The development of cognitive, emotional and social aspects will enable students to express themselves freely.	8
	It supports the concepts of self-confidence, inquiry and learning. In this concept, it makes it easier to reach the aims of education.	7
	He learns to solve the problems he will face, life stands upright	6
	It develops listening, speaking and rhetoric aspects and will support comfortable self-expression.	3
	Develops and highlights individual thinking skills in society	2
	It develops divergent thinking and analytical thinking and will teach respect for different ideas.	1
Negative opinion	Philosophy is not suitable for the level of primary school students and education with philosophy will be harmful	4
	Causes confusion in children	2
Unanswered	I don't know anything about philosophy education.	3

In the interview form, "Which aspect of the education do you think can improve the child when primary school students receive education with philosophy education? What kind of development do you expect?" When the data obtained from the primary school teachers for the question of the question were examined, it was determined that the answers were formed around the theme of "thinking skills". It is seen that the findings gathered around three categories called "positive opinion (41)", negative opinion (6) and "no response (3)". For these categories, 10 codes were determined. The most emphasized of these codes are: "Critical and creative thinking skills will develop and these will improve thinking skills (14), The development of cognitive, emotional and social aspects will enable students to express themselves freely (8) and it supports the concepts of self-confidence, inquiry and learning. In this concept, it facilitates the attainment of the aims of education (7)". Sample comments on these codes are given below:

"The questioning skills of students can be defined as critical skills, creative thinking and mental questioning skills. I think that these skills will be instrumental in affecting the thinking skills of the students." (S11).

"I think it will allow for questioning, limiting oneself to social norms, thinking in different dimensions and respecting different opinions. In terms of the culture of collective living, I believe that individual thinking skills will develop and this will lead to mutual respect in the society." (S23).

"Every action is the product of a thought. It seems very difficult to act and act without thinking. Philosophy and the development of children's intelligence are important for the decline of rote education. I think that an individual with a developed thinking ability and intelligence will also develop different abilities and skills." (S26).

Findings Obtained from the Opinions of the Questions Asked by the Teachers to Their Students in the Classroom or Not a Philosophical Discussion

The findings obtained from the opinions of the teachers regarding whether the questions asked by the teachers in the classroom are a philosophical discussion or not are given in Table 5 below. Results; category, codes and frequency (f) are tabulated.

Table 5. Findings Obtained from The Opinions of Teachers About Whether The Questions Asked by Teachers to Their Students in The Classroom are A Philosophical Discussion or Not.

Category	Codes	f
Positive opinion	In the discussion environment, each student expresses his/her opinion freely.	15
	As long as the thoughts in question are not limited, they serve for philosophical discussion.	8
	Classroom activities are actually philosophy-based.	7
	In the classroom, there are always philosophical discussions implicitly during the lesson.	6
	It is important to drag the student into the philosophical thought process.	4
	Questioning through curiosity is a sign of philosophy.	2
Negative opinion	Impartial conversations in the classroom are philosophical arguments.	2
	Every query made to satisfy curiosity in daily life points to philosophy.	1
	Some lessons, but not all	
	There is no process related to philosophy in primary school.	2
Unanswered	I don't do any activities related to philosophy in my class.	1
	I don't know about philosophy	2

In the interview form, "Do you think the questions you asked to the students in the classroom functioned as a philosophical discussion? Why?" When the data obtained from the primary school teachers for the question of the question were examined, it was determined that the answers were formed around the theme of "expressing thoughts freely". It is seen that the findings gathered around three categories called "positive opinion (45), negative opinion (3) and unanswered (2)". 11 codes were determined for these categories. The most emphasized of these codes was determined as: "Each student freely expresses his/her opinion in the discussion environment (15), Every question asked serves philosophical discussion as long as the thoughts are not limited (8) and the activities in the classroom are actually philosophy-based (7)". Sample comments on these codes are given below:

"I think that students' questions about educational activities in the classroom, questioning to satisfy their curiosity and expressing their thoughts comfortably are related to philosophy. For example, the discussions in the classroom... I think that these discussions are an indication that there is a purely philosophical discussion environment. Every student needs an environment where they can express themselves freely." (S3).

"I use it more intensively for primary school students; tales, stories and legends, their importance for the student and their analysis, and the completion of the unfinished story by the student can actually be considered as fulfilling this function." (T17).

"Of course he does. For example; The completion of the story taught in the classroom or left unfinished or the questions asked about this story serve this purpose. The questions we ask about these stories in the classroom take place in the chat environment. For students who can easily answer the questions asked in this chat environment and express their own opinions, this environment is actually an environment where philosophy takes place." (S21).

Findings Obtained from Teachers' Views on Philosophy Education's Role in the Development of Thinking Skills of Students in Primary School

The findings obtained from the opinions of teachers regarding the role of philosophy education in the development of students' thinking skills in primary school are given in Table 6 below. Results; category, codes and frequency (f) are tabulated.

Table 6. Findings from Teachers' Views on The Role of Philosophy Education in The Development of Students' Thinking Skills in Primary School

Category	Codes	f
Positive opinion	Philosophy develops this, as students make their first inquiries during this period.	15
	Discussion, creative thinking, idea generation can be gained through philosophy.	9
	Analysis-synthesis studies can be developed with philosophy activities.	8
	If the philosophical activities to be done are suitable for the level of the students, they support the development of the students.	6
	The thinking-curiosity drive takes elementary school students to a higher level with philosophy	4
	Philosophy-based activities in the education process improve reasoning skills.	1
	Supports the development of skills such as communication and socialization	1
Negative opinion	If done with a correct method, it improves students' thinking skills.	1
	Other than philosophy, methods that will make students active should be used.	3
	It is difficult to develop philosophy and thought in an environment where literacy is difficult to teach.	1
Unanswered	I don't know about philosophy and education.	1

In the interview form, "Can the development of thinking skills be gained in primary school years through philosophy education (P4C) for children? Why?" When the data obtained from the primary school teachers for the question of the question were examined, it was determined that the answers were formed around the theme of "questioning that satisfies the sense of curiosity". It is seen that the findings gathered around three categories called "positive opinion (45), negative opinion (4) and unanswered (1)". 11 codes were determined for these categories. The most emphasized of these codes was determined as: "As students make their first inquiries in this period, philosophy develops this (15), Discussion, creative thinking, idea generation can be gained through philosophy (9) and Analysis-synthesis studies can be developed with philosophy activities (8)". Sample comments on these codes are given below:

"Yes, I think it can be earned. Philosophy is an excellent solution for eliminating the students' sense of questioning and curiosity in the education process. Especially in discussion environments, where different ideas can be expressed, philosophy can play a role in the development of students' thinking skills." (T19).

"I think philosophy can achieve that. Because it is a period in which students question, generate ideas and reason with the greatest sense of curiosity during the primary school years. Philosophy can be a good way to get this process going right." (T23).

"I think there will be certainties. Philosophy education for children (P4C); Can't questioning philosophy be given as an example as a basis for a research in which the student leads and learning styles are facilitating? Philosophy, whose aim is to question, reason and produce ideas, is a method that is always used in primary school years. Therefore, I think philosophy will be a very correct choice in the development of thinking skills." (T47).

Findings Obtained from the Opinions of Teachers on Education in the Field of Philosophy Education for Children

The findings obtained from the opinions of teachers about receiving education in the field of philosophy education for children are given in Table 7 below. Results; category, codes and frequency (f) are tabulated.

Table 7. Findings Obtained from The Opinions of Teachers About Receiving Education in The Field of Philosophy Education for Children

Category	Codes	f
Positive opinion	I think it will enable students to think more accurately.	17
	I would like to direct students more accurately in the discussion environment.	12
	I think it will contribute to the development of children's thinking skills.	7
	I attend any training that I think will be beneficial for me.	5
Negative opinion	I would like to implement a more accurate strategy	4
	I don't think it helps the student.	3
Unanswered	How can I participate in a training that I have no idea about?	2

If you knew that you could use Philosophy Education for Children (P4C) as an effective method in lessons, would you consider taking a training for this? Why?" When the data obtained from the primary school teachers for the question of It is seen that the findings gathered around three categories called "positive opinion (45), negative opinion (3) and unanswered (2)". For these categories, 7 codes were determined. The most emphasized of these codes were determined as: "I think it will enable students to think more accurately (17), I would like to direct students more accurately in the discussion environment (12), and I think it will contribute to the development of children's thinking skills (7)". Sample comments on these codes are given below:

"I would like to be in an education that will enable students to think deeply and develop their critical thinking skills." (T43)

"Yes, I would love to. Your favorite class in high school was philosophy. I think that a special education in this field should be taken in order for education with philosophy to be possible. For a philosophy education to be held in primary school, either a teacher who has received philosophy for children (P4C) education must lead or the classroom teacher must have received this education. So I would like to buy it too." (S33).

"Yes. I'm definitely considering buying it. From what I've reviewed, philosophy for children (P4C) seems to be a very effective method for students. Moreover, we have already used this method many times without realizing it. But I am in favor of receiving the necessary training to do this job more consciously and more accurately." (S41).

4. Conclusion and Discussion

When we look at the results obtained from the findings of the study, in general, primary school teachers stated that primary school students can do philosophy. It is thought that education with philosophy will enable children to develop their critical thinking skills, mental questioning skills and respect for different ideas. However, another result obtained is the result about whether the students have the skills to philosophize. According to this, it was concluded that "the student asks questions in order to express himself and comprehend different ideas, there are intellectual processes for questioning at all ages, and the student has a sense of curiosity that enables the integration of thinking skills with the mental process". However, it has been concluded that the cognitive process, critical and creative thinking skills of the students who are educated with philosophy will improve and will also support their self-confidence, questioning and learning situations. Another result is that the questions asked by the students in the classroom are actually a type of philosophical discussion. As a result of the positive results obtained, the "Philosophy Education for Children (P4C) Education for Children" was directed to primary school teachers. Why?" It was concluded that the majority of the teachers gave a positive answer (45) to the question.

When the literature is examined, results that are in line with the results obtained have been reached. One of the results obtained in the research is in parallel with the study conducted by Kefeli and Kara (2008) with the idea that "Education with philosophy will improve children's critical thinking skills and mental inquiry skills". In addition, many scientific studies conducted to support the development of critical thinking skills in primary school have reached conclusions that philosophy-based activities and education will improve this skill (Karadağ, Demirtaş & Yıldız, 2017; Karadağ & Demirtaş 2018; Karasu, 2019; Safaei, Marashi, Pakseresht, Baghari). & Sepasi, 2006). Critical thinking skills and questioning skills can be expressed as another skill that should be supported in primary school. According to the results obtained, the philosophical discussion of the students in primary school can improve this skill of the students (Demirtaş, Karadağ & Gülenç, 2018; Mirabal, 2008). In addition, studies overlapping with the result of "the student's ability to express himself and ask

questions to grasp different ideas, to have intellectual processes for questioning at all ages, and to have a sense of curiosity that allows the student's thinking skills to integrate with the mental process" has been reached. One of these studies, Akkocaoğlu Çayır (2018), in his study with pre-service teachers, aimed to reveal the opinions of the students who took the Philosophy for Children course as an elective in a state university and the problems they experienced during the application. As a result of this study, it was seen that positive results occurred in students' questioning and philosophy. In addition, Dirican (2018) supports the findings of the doctoral thesis, in which the pretest-posttest quasi-experimental design was adopted in order to examine the effects of philosophy education activities applied to preschool children on the philosophical attitudes and behaviors of children.

Many studies have been reached that support the finding that "the cognitive process, critical and creative thinking skills of students who are educated with philosophy will develop and will also support their self-confidence, questioning and learning situations", which is another result of the research. Findings related to cognitive, social and emotional support of students (Daniel & Auriac, 2011; Fisher, 2001; Gruioniu, 2013), it can be stated that there are many studies that can be expressed as support in the literature. Philosophy for Children (P4C), which is thought to support the development of self-confidence of primary school children (Dyfed County Council, 1994; Sasseville, 1994), has also been found to contribute to the development of children's social relations (Jenkins & Lyle, 2010; Okur, 2008). In addition, when the situations of cognitive reasoning, idea generation and effective use of thinking processes are examined, it has been seen that positive results have emerged as well. The fact that philosophical activities at an early age have a significant effect on the characteristics of the students that are the subject of the research can be expressed as the fact that students receive education in an environment where they can express themselves comfortably (Dyfed County Council, 1994; Miller, 2013; O'Riordan, 2015). In an environment where they can express themselves comfortably, it contributes to the development of aspects such as self-confidence and self-efficacy, and it also develops in different variables. It has been observed that the academic success of students who received education in philosophy in primary school or who experienced the education process with philosophy-based activities increased (Colom, Moriyón, Magro, & Morilla, 2014). It has been determined that philosophy-based activities that increase academic success have developed many aspects that are expected to develop in a primary school student. Apart from the ones mentioned above, the same results were obtained in many different variables studied. The development of the reasoning process (Safaei et al., 2006), the development of impartial acting, questioning and high-level thinking skills (Jahani, Nodehi & Akbari, 2016; Mirabal, 2008; Jenkins & Lyle, 2010), socialization of students and dialogue with each other. Philosophy for Children (P4C) was also found to be effective in the development of students' mental development (Colom, Moriyón, Magro, & Morilla, 2014; Topping & Trickey, 2014) and the spiritual development of students (Abaspour, Nowrozi & Latifi, 2015; Badri & Vahedi, 2017). . As a result, it can be said that the use of Philosophy for Children (P4C) as an education method at an early age will have a positive effect on almost every aspect of individuals. These results were found to be consistent with the results of the study.

5. Recommendations

- Considering the effect of Philosophy with Children approach on individuals at primary school level, it is suggested that this method should be preferred more in primary schools and that teachers should gain experience through in-service training or special training for this method.
- It is recommended to carry out activities in the classroom by emphasizing the philosophical and mental skills of the students. It has been seen that philosophy-based activities contribute to the development of students' mental skills.
- It is recommended that this method, which will activate the students in the classroom and improve their reasoning skills, should be used actively in the lessons.
- It is suggested that this method should be included more and examples of philosophy-based activities should be included in the books provided free of charge to the students by the Ministry of National Education.
- It is recommended that the text and digital documents in the publication regarding this training be provided and read by the teachers. It is thought that the sample activities contained in these documents will guide the teachers.

- This study is a study in which only qualitative data collection tools were used. In this area, it is recommended to conduct different studies based on mixed methods research, apart from qualitative research.

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